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TOWSON STATE COLLEGE BULLETIN

FEBRUARY 1965



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THE COLLEGE

The Towson program rests fundamentally on the idea that a liberal education is indispensable for the preservation of a free society. Secondly, it rests on the belief that the means of acquiring special competence should be available at the undergraduate level in a tax-supported multi-purpose college.

These two principles go hand in hand. If it is vital that all students take on the mental habits and values necessary to thoughtful citizenship, it is also important that every student be able to acquire a sense of professional direction. The curriculum is designed, then, so that all students will pursue those studies — the traditional arts and sciences — that promote critical thought about man and his environment; and so that each student may discover and cultivate a particular intellectual or occupational bent.

HISTORY

Towson State College, one of the oldest and largest of Maryland's public colleges, traces its history back to 1865. At that time the General Assembly of Maryland established a state-wide public school system and authorized the first state teacher training institution, The Maryland State Normal School in Towson, later known as the State Teachers College at Towson, and, since 1963, Towson State College.

Formally opened in Baltimore on January 15, 1866, the Normal School was, for many years, the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The Normal School occupied three different locations in the city of Baltimore, finally moving to its present suburban location in 1915.

In 1946 the arts and sciences program was introduced at Towson. Beginning as a two-year transfer program, it was extended to a four-year, degree-granting program in 1960.

A graduate program for elementary school teachers leading to the Master of Education degree was inaugurated in 1958.

In 1963 the College was authorized, by action of the Legislature, to expand its offerings in the arts and sciences while maintaining a strong program in teacher education and to change its name from State Teachers College at Towson to Towson State College.

ACCREDITATION

Towson State College is accredited by the Middle States Association of Colleges and Secondary Schools, the Maryland State Board of Education and the National Council for the Accreditation of Teacher Education. The College is a member of the American Council on Education and is approved by the American Association of University Women.

BOARD OF TRUSTEES

The College is governed by a nine-member Board of Trustees — eight members appointed by the Governor for nine-year terms — and the state superintendent of schools, a permanent member, *ex officio*. This same board also controls the four other State Colleges that were formerly Teachers Colleges.

Created by the General Assembly of 1963, the Board was a recommendation of the Commission for the Expansion of Public Higher Education in Maryland and replaced the State Board of Education as the College's controlling agency.

THE CAMPUS

Situated a mile and one half beyond the northern border of the city of Baltimore, the College site maintains the atmosphere of a rural campus.

Within a five-mile radius of the campus are all the cultural advantages of the city of Baltimore — the Peabody Conservatory of Music and Library, the Enoch Pratt Free Library, the Walters Art Gallery, the Baltimore Museum of Art, and the many theaters, galleries, and other cultural centers necessary for a well-rounded college experience.

The wooded Towson State campus is one of the most beautiful in this part of the country.

FUTURE DEVELOPMENT

Located in one of the fastest growing areas of the country, Towson State's enrollment is doubling every five years. By 1970 an enrollment of more than 5,000 is expected and by 1975 an enrollment of more than 10,000 is projected.

In order to accommodate this rapid growth, an extensive expansion of existing programs and buildings is under way. The evening program and sum-

mer sessions are being expanded and new majors in the arts and sciences are being offered. A new science building is scheduled to be occupied in the fall of 1965, and funds have been allocated for the construction of a new gymnasium, additional athletic fields, and enlarged kitchen and dining facilities.

In the planning stage are other classroom buildings, larger library facilities, a student union building, another men's residence hall, and a service building.

Through the efforts of the Board of Trustees, the State Planning Commission, the Governor and the Legislature, Towson State College has been fortunate in being able to add more than one hundred acres to its campus, bringing its present total to more than 220 acres.

On January 15, 1966, the College will have completed one hundred years of service to the State and will have graduated more than 12,000 students during its first hundred years. A year's centennial celebration is planned beginning with the June, 1965 commencement and culminating with the commencement of 1966.





ADMISSION

Admission to Towson State College is granted to all applicants whose academic and personal qualifications give promise of success in the College. Because of limited facilities, the College reserves the right to close admissions when no further space remains. It is therefore advisable for high school students to make their college choice at the close of their junior year or early in their senior year.

Students seeking admission should file applications in the late fall or early winter for the senior year. It is requested that all admission material reach the College not later than March 1, prior to the September when admission is desired. Admission for February is limited to students with advanced standing (one year or more of college work completed) or students who have been out of high school at least one year. No applications for February admission will be accepted after December 1.

Applicants with excellent records are granted admission on the basis of high school work completed, with the condition that the remaining high school work will be satisfactory. Candidates for admission to Towson State College are strongly urged to complete a college preparatory program in high school.

ADMISSION REQUIREMENTS

1. Graduation from approved high school.*

An approved high school is a standard public high school or an accredited non-public secondary school.

2. Recommendation from local school officials.

Each candidate for admission must be recommended by the high school principal or counselor.

* Applicants over 19 years of age who are not graduates of approved high schools may qualify for admission by making satisfactory grades in the equivalence examinations. The State Department of Education will issue equivalence diplomas based upon tests given by the Department or will accept the records from USAFI for veterans.

3. Specific subject matter units.

All applicants must have completed a well-organized curriculum totaling 16 units, including the following subjects required for graduation from any Maryland public high school.

English	4 units
Mathematics	1 unit
Social Sciences, of which 1 unit must be United States History.....	3 units
Science	2 units
Electives	6 units
Total.....	16 units

4. Achievement in scholarship.

a. The scholarship standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same. They are as follows: *County Students*. The applicant shall have made a grade of "A" or "B" in at least 60 per cent of the college entrance courses and a grade of "C" or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission upon the recommendation of the high school principal. *Baltimore City Students*. The applicant shall have made an average of 80 per cent in the last two years of high school work. Students with averages between 75 and 80 may be considered for admission upon the recommendation of the high school principal.

b. The testing programs now operating in the high schools and the freshman testing program of the College are regarded as sources of important supplementary date. Results of these tests are used in analyzing a student's potentialities and may serve as additional bases for determining a student's readiness for college. The College participates in the American College Testing program.

c. Students entering from private schools are considered under the same scholarship standards as those coming from public high schools. Some of the private schools use letter grades, while others follow a numerical grading system.

5. Certification by the college physician.

Applicants must meet acceptable standards of health and physical fitness; therefore a thorough physical examination is required of all students. Complete speech and hearing tests are required of all students. Additional speech and hearing tests are required of those referred to the speech clinic by the College physician of the Admissions Office. Applicants for arts and sciences will not be required to pass the same physical examination as teacher education candidates.

6. Citizenship in the United States (teacher education students only).
According to a bylaw passed by the State Board of Education, only citizens of the United States shall be employed in the State public school system or admitted to the state colleges. The Board may take exceptions in special cases upon the recommendation of the College.

ADMISSIONS PROCEDURE

1. An applicant should secure an application form from the guidance department of the high school or from the Admissions Office of the College.
2. The applicant should complete part I of the application form and forward it with the application fee of ten dollars to the Director of Admissions. Part II of the application form is to be given to the high school counselor at the time of submitting part I to the College. The high school counselor is to complete part II and forward it to the Director of Admissions.
3. The applicant should arrange to take the entrance tests (American College Test) which are given at designated testing centers. Students should take the November administration of the ACT.
4. As soon as all admission material is on file, the student is sent official information concerning eligibility. After official notification of eligibility, the student is asked to send an advance payment of fifteen dollars to the College as well as a ten dollar room reservation fee if eligible for residence on campus.

ADMISSION OF TRANSFER STUDENTS

In addition to meeting the regulations under Admission Requirements, an applicant for advanced standing must present complete records from each college attended and an acceptable academic record from the college that he last attended. Personal recommendations from colleges previously attended are also required.

Courses offered for transfer credit must be of "C" grade quality or better.

All admissions are conditioned upon satisfactory completion of all work currently taken.

ADVANCED PLACEMENT AND ADVANCED CREDIT FOR ENTERING STUDENTS

The College does not wish students to repeat work already taken. Entering freshmen who have had the opportunity for advanced work may receive advanced placement (and in some cases advanced credit) for this work.

During the summer prior to registration or during the opening week, freshmen take placement tests in various fields, and registration is based on the results of these tests.

Students who would like advanced credit as well as advanced placement are required to take the Advanced Placement Tests of the College Entrance Examination Board in May of the senior year of secondary school. These tests are scored and sent to the College about September 1; they are then considered along with grades in these subjects and the recommendations by departments concerned. At the time of registration students are notified about advanced placement and credit.

A bulletin of information about the Advanced Placement Tests may be secured from the College Entrance Examination Board, P. O. Box 592, Princeton, N. J.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Maryland students applying for admission to the teacher education program who wish to be exempt from paying tuition may sign a pledge to teach two years in Maryland public schools immediately following graduation unless temporarily released by the State Board of Education.

Such students who, for any reason, cannot teach immediately upon graduation are expected to secure a deferment or a release from the President of the College.

Deferments may be granted for periods of one or two years for reasons deemed valid by the President. A release from the pledge to teach is granted only in rare circumstances when it is obvious that fulfilling the pledge would be a virtual impossibility.

A student who, upon graduation, does not teach and does not obtain a release or deferment shall have entered on his permanent record a statement that he did not fulfill his obligation to the State.

Students who do not wish to sign the pledge must pay tuition.

EVENING PROGRAM; SUMMER SESSION AND PART-TIME STUDENTS

Information pertaining to these programs may be obtained by referring to the Evening College Catalogue or the Summer Session Bulletin.

EXPENSES

TUITION

Maryland residents who register for the teacher education program are relieved of paying tuition if they pledge at least two years of teaching service in the public schools of Maryland upon graduation.

Those who enroll in the arts and sciences program, and those in teacher education program who do not sign the pledge to teach, pay \$200 per year tuition.

For out-of-state students the tuition is \$450 per year for enrollment in either the arts and sciences or teacher education program.

Part-time students (normally those who register for less than 12 semester hours) in the regular session, and all summer and evening session students pay fifteen dollars per credit hour each semester. Out-of-state summer and evening students pay an additional fifteen dollars.

Tuition charges are subject to change at any time by action of the Board of Trustees.

HOUSING AND BOARDING COSTS

Students who live on campus pay \$410 for room and board for the academic year. For all students who live off campus and who have been approved as resident students, the cost for meals is \$285 for the academic year.

As residence space becomes available, those students who are eligible to reside in residence will be requested to room in one of the halls. For those students who enter the residence hall after the beginning of a semester, the charge will be prorated for the remainder of the semester plus one week.

Rates for living expenses are subject to change by the Board of Trustees.

OTHER FEES AND EXPENSES

An activities fee of twenty-five dollars a year is assigned to the Student Government Association fund for class dues, student publications, dramatics, assembly programs and other authorized projects.

An athletic fee of fifteen dollars a year is assigned to the athletic associations and used for the athletic and physical education program.

A limited number of lockers are available upon request at the Business Office for student use. The College assumes no responsibility for personal property placed in the lockers. There is a fifty-cent locker fee and a fifty-cent gymnasium locker fee.

A curriculum fee of ten dollars each semester (twenty dollars per year) is used for supplies and materials for classroom instruction.

A graduation fee of ten dollars for all seniors is used to pay for senior's diploma and cap and gown rental.

Each student shares a mailbox with another student. There is an annual fee of fifty cents for the mail box per student.

A student is expected to buy the textbooks for his courses. These may be purchased in the College Bookshop. Students are required to buy gymnasium suits for the courses in physical education.

A late registration fee of five dollars is charged to any student who registers after the date of registration named in the Catalogue calendar. This fee also applies if a student does not pre-register as prescribed.

There is a twenty-five dollar graduation fee for those receiving the Master's degree.

Part-time and summer students are charged fifteen dollars per credit hour for courses audited and five dollars registration fee each semester.

Fees are subject to change at any time by action of the Board of Trustees.



*EXPENSES FOR MARYLAND RESIDENTS**Teacher education students who sign the pledge to teach*

	Semester I	Semester II	Total for Year
Activities Fee	\$ 25.00	....	\$ 25.00
Athletic Fee	15.00	....	15.00
Mail Box and Locker Fee	1.00	....	1.00
Curriculum Fee	<u>10.00</u>	<u>\$ 10.00</u>	<u>20.00</u>
Total Day Students	\$ 51.00	\$ 10.00	\$ 61.00
Room	\$ 62.50	\$ 62.50	\$125.00
Board	<u>142.50</u>	<u>142.50</u>	<u>285.00</u>
Total Board Students	\$256.00	\$215.00	\$471.00

Arts and sciences students and teacher education students who do not sign the pledge to teach

Fees as above	\$ 51.00	\$ 10.00	\$ 61.00
Tuition	<u>100.00</u>	<u>100.00</u>	<u>200.00</u>
Total Day Students	\$151.00	\$110.00	\$261.00
Room.....	\$ 62.50	\$ 62.50	\$125.00
Board.....	<u>142.50</u>	<u>142.50</u>	<u>285.00</u>
Total Board Students.....	\$256.00	\$215.00	\$471.00

PAYMENT OF FEES

All checks or money orders should be made payable to Towson State College for the exact amount of the charges. All fees are due and payable at the time of registration. No student will be admitted to classes until such payment has been made. A late fee of five dollars is charged for failure to pay before or on the day of registration. A fee of five dollars is charged when a check given in payment of fees is returned by the bank.

ADVANCE PAYMENTS

Each applicant must pay an application fee of ten dollars and no application will be processed without this fee. When accepted, each applicant must make an advance payment of fifteen dollars in order to reserve a place in the College. Both the application and advance payment fees are applied to the total student fees due at the time of registration. The application fee is not refundable. The advance payment fee is refundable only when the applicant is not eligible and admission is denied.

A deposit of ten dollars for room reservation is required of all applicants who are eligible to live on the campus because of living outside the commuting boundaries. This fee is applied to the final amount of room and board due at the time of registration.

The above room deposit is refundable if the student cancels his application and notifies the Admissions Office, in writing, prior to June 30 for those entering in September and prior to December 15 for those entering in February, or if the College denies admission to the applicant.

All advance payments are sent to the Admissions Office.

STUDENT TEACHER TRANSPORTATION FEE

Each student is responsible for his own transportation to and from his student teaching center.

Students unable to make other arrangements for transportation to centers not accessible by public transportation or by other means may apply for transportation at the College Business Office. Whenever possible, college vehicles will be made available to groups of students at rates specified below. Such transportation cannot be guaranteed, however.

Transportation to student teaching centers when provided by the College will be charged at the rate of sixty cents per day, payable in advance, for each student teaching experience. This will mean the following approximate amounts:

Students in the Kindergarten-Primary division — nineteen dollars per experience (thirty-eight dollars for both terms);

Students in the Elementary division — thirty-six dollars per experience;

Students in the Secondary division — thirty dollars per experience.

Amounts per experience are subject to change at any time.

No refunds will be made after the second week of full-time teaching.

No college vehicle will be sent: to centers within walking distance (two miles); to centers available by public transportation; to centers which may be reached through other arrangements which may be made with (1) students driving their own cars, (2) rides provided by teachers in the school, (3) other possible transportation facilities.

Vehicles will be made available only if at least five students are involved. The driver will be allowed to ride without payment of the fee.

LIABILITY FOR UNPAID TUITION

A Maryland student enrolled in the teacher education program who pays no tuition because of signing a pledge to teach in the State, is liable for unpaid tuition if he voluntarily withdraws from the teacher education program before graduation.

If he leaves before graduation or transfers to the arts and sciences program and requests a transcript for the purpose of continuing his education in a college program which does not lead to teacher certification, he will be billed at the arts and sciences tuition rate for the education he obtained at the College.

He may be released from the above tuition payment if he transfers to a Maryland institution which has a teacher education program approved by the State Department of Education and if he reaffirms his pledge to teach for two years in the Maryland public schools upon graduation.

REFUNDS ON WITHDRAWAL

A student withdrawing from the College must complete an official withdrawal card and file it in the Registrar's Office before he is entitled to any refund. Refunds are made on the following basis:

Day Students

A day student who withdraws within two weeks after his initial registration is entitled to a refund of fees paid and to a refund of tuition for the semester minus ten dollars. After the two-week period no fees or tuition are refunded.

Resident Students

A resident student who withdraws from the college receives refunds for fees and tuition in accordance with the regulation for day students. The refund of payment for room and meals is subject to the following regulations:

1. A student who withdraws from the residence hall within two weeks after the initial registration will be charged for one week in excess of his residence in the College.
2. A student who withdraws from the residence hall at the request of the College after the first two weeks of any semester will be charged for one week in excess of his residence in the College.
3. A student who withdraws from the residence hall on his own or his guardian's initiative after the two weeks following registration and before mid-semester will receive no refund of room and board for the first half of the semester. If the withdrawal occurs after the mid-semester, there will be no refund of room and board paid for the entire semester.



STUDENT LIFE PROGRAM

A Student Life Advisory Council, consisting of faculty members and students, coordinates the program and establishes policy of the Student Life Program. College housing and boarding, the health program, financial aid, part-time employment, the advisory system, orientation of new students, student publications, clubs and religious groups, career guidance and the operation of the College Centre are all part of the College student life program.

HEALTH SERVICES

Medical advice and emergency office treatment are available and free to all students. In case of contagious disease or acute illness parents are notified and are required to remove the student from the campus for the duration of the condition. The professional staff consists of the college physician, three full-time graduate nurses, and a licensed, full-time practical nurse. The physician maintains office hours at the College and is on call at all times.

A physical examination is required of all students prior to the time of admission. Additional examinations are given when conditions warrant. A student is expected to correct remedial defects immediately. Failure to follow the physician's instructions will jeopardize a student's status in the College. Annual chest X-rays are compulsory for all students. Health education and prevention of disease are essential parts of the college health program.

The College assumes no financial responsibility for illness of sufficient seriousness to require hospitalization, X-rays, or special treatment. The College does not assume financial responsibility for any injury incurred upon the athletic field or in any physical education class.

A student who has a physical condition which prevents complete participation in the regular physical education program may be permitted upon authorization of the college physician and the Academic Standards Committee to take a modified program or to be exempt from physical education requirements.

ACCIDENT INSURANCE

For the benefit of those students who wish to participate, the College enters into an agreement with an approved insurance company to cover the students against any accidental injury either at college or at home during the

college year. Participation in the plan is voluntary and costs approximately four dollars for women and six dollars fifty cents for men. Students desiring this coverage should make application at the Business Office.



RESIDENCE HALLS

Policies

Due to increasing enrollment and limited facilities for campus living, applications for residence hall far exceed available space. To qualify for living on the campus, a student must be single and carry a minimum of twelve semester hours of credit.

Single students under twenty-one years of age who live in off-campus housing other than their legal residence must live in college-approved homes and eat in the college dining hall. These students are responsible to the Director of Residence and must conform to residence regulations.

Priority for residence is given to students who reside beyond a twenty-mile radius of state colleges. A student who resides beyond a ten-mile radius, but within a twenty-mile radius, may live in residence only if he lives beyond public transportation by one mile, or lives more than two hours away by existing public transportation. A student who resides within a ten-mile radius of Towson State College is ineligible for residence. Assignments to rooms are made only after the student has had an interview with a member of the residence hall staff. Further information may be found in the *Housing At Towson State College* brochure.

Students who have reserved a room and entered a residence hall may withdraw to become a day student only in case of change of residence or student teaching in their home areas. An adjustment of fees is made in the Business Office for special cases. If vacancies occur in the halls during the year, students on the waiting list may be admitted according to their dates of application, commuting problems or other special circumstances.

A student who chooses to live elsewhere during his student teaching assignment forfeits his reserved space but may apply for another room in residence should he wish to return to campus.

Residence facilities are available to students only when college classes are in session. All residence students must leave the halls no later than twenty-four hours following their last examination at the end of each semester. No student is permitted to remain in residence more than forty-eight hours after he has ceased attending classes. Each student living in college housing must adhere to the regulations as stated in the *Handbook for Residence Living*.

Activities

Men and women students in the residence halls elect as their governing bodies a Women's Residence Council and a Men's Residence Council. Each residence unit and the off-campus students have sub-ordinate councils as well. These groups, in cooperation with the residence personnel, formulate policies pertaining to group living and arrange a program of activities for the resident students. The Men's and Women's Judicial Boards handle cases of infractions in residence. Any student may be required to leave residence on the recommendation of the Judicial Board and its acceptance by college authorities.

Students who are absent frequently over weekends miss much of the education that living at college affords. Students are therefore encouraged to remain on the campus for as many weekends as possible.

FINANCIAL AID

All students attending the College receive a subsidy from the State, and residents of the State of Maryland enrolled in the teacher education program may elect to sign a two-year teaching pledge in lieu of paying tuition. Still, there are the costs of residence living, transportation, books and other incidental matters which some students are unable to meet. Limited assistance is available through the scholarship fund or one of the loan funds.

The establishment of policy concerning scholarships and loans and the administration of funds is under the direction of the Committee on Financial Aid.

Scholarships

The Helen Aletta Linthicum Scholarships were established by the will of Helen Aletta Linthicum, widow of J. Charles Linthicum, who was a member of the class of 1886. The fund is administered by the trustees of the estate and the Financial Aid Committee. Both freshmen and upperclassmen are eligible for these twenty-five awards. Eleven of the scholarships have been set aside for entering freshmen.

Income from the Sarah E. Richmond Loan Fund is allocated in fifty-dollar amounts to students in the teacher education program. This fund was begun by Miss Richmond, a former principal of the normal school, and augmented by her friends. Five scholarships are usually awarded.

One upper-class student may receive the Minnie V. Medwedeff Endowment Scholarship. This award is made annually to an outstanding student selected by the trustees of the fund. The scholarship was established in memory of Minnie V. Medwedeff by her father. Miss Medwedeff was an instructor in the College from 1924 until her death in 1935.

Other scholarships, usually one hundred dollars, are donated by various community groups. Service clubs, parent-teacher associations, women's clubs and businesses are among the groups which furnish scholarships. Some of the organizations ask the College to select the award winners and some select their own recipients.

Loans

Four loan funds have been established for college students. They are the Sarah E. Richmond Loan Fund, the College Loan Fund, the Edward Moulton Fund, and the National Defense Student Loan Program. Loans are made at a low rate or no interest.

The Sarah E. Richmond Loan Fund was established by Sarah E. Richmond, who was connected with the College for fifty-five years as student, teacher, principal, and dean of women. This fund has been increased by gifts from the

alumni association. The Sarah E. Richmond Fund is administered by a special alumni committee consisting of Mr. George Schluderberg, Mrs. Grace Carroll, and Mrs. Mary N. Lynch. Requests for loans from this fund may be made to Mr. Schluderberg, 3613 Lochearn Drive, Baltimore 7, Maryland.

The College Loan Fund has a value of eleven thousand nine hundred dollars and was made by contributions from the following: the Class of 1900 Memorial to Katherine Muhlback, the Class of 1925, the Normal Literary Society, the Pestalozzi Society, the Reese Arnold Memorial, the Lillian Jackson Memorial, the Esther Sheel Memorial (Class of 1927), the Carpenter Memorial, the Eunice K. Crabtree Fund (gift of the Class of 1931), the Pauline Rutledge Fund (gift of the Class of 1934), the Pearle Blood Fund (gift of the Class of 1940), the 1933 Gift Loan Fund of Faculty and Students, the Gertrude Carley Memorial, Washington County Alumni, the Grace Boryer Downin Fund, the Class of 1941 Fund, the Martha Richmond Fund, the Tower Light Fund, the M. Clarice Berch Fund (gift of the Class of 1951), the Bettie Sipple Fund sponsored by the Maryland Federation of Women's Clubs, the Lucy Scott Memorial Fund, the James B. O'Toole, Jr. Memorial Loan Fund, the Ellen Pratt Hamilton Memorial Loan Fund, and the Rodgers Forge PTA Loan Fund in Memory of Ellen Pratt Hamilton.



The Edward Moulton Fund, with assets of two thousand nine hundred dollars, established in memory of a student of the Class of 1957, is a short-term fund limited to seventy-five dollars and open to all students, interest free.

The National Defense Student Loan Program was established by the National Defense Education Act of 1958. The Act provides that the repayment of the principal of the loan, together with accrued interest thereon, shall be made to the College over a ten-year period beginning one year after the date when the borrower ceases to be a full-time student and ending eleven years after such date. The loan bears simple interest upon the unpaid balance at the rate of 3 per cent per year. Interest does not begin to accrue until one year from the date the borrower ceases to be a full-time student. The loan, and interest thereon, of any borrower who serves as a full-time teacher in the schools within the State shall be cancelled up to a maximum of 50 per cent at the rate of 10 per cent of the amount of the loan plus interest thereon for each academic year of service. Under the provisions of the Act, students must meet four qualifications to be eligible for assistance: they must be citizens or permanent residents of the United States; they must be in good academic standing and in the opinion of the College, capable of maintaining a strong academic record; they must be full-time undergraduate students; they must show financial need.

Student Employment

The on-campus opportunity for student employment is limited. New students are not eligible until their second semester in attendance. All students on the college payroll must be in good standing. Normally, no student is employed on campus beyond twelve hours weekly. The college library, cafeteria, various offices and departments employ students.

The Assistant Dean of Students posts notices from outside organizations outlining off-campus employment opportunities during the academic year and summer. The College can assume no responsibility for working conditions or remuneration.

Procedure for Applying for Financial Aid

Students in need of financial aid presently enrolled at Towson State College should:

1. Consult with the Assistant Dean of Students, Stephens Hall, Room 109, to determine the type of aid most appropriate.
2. Complete application blanks (on file in the office of the Assistant Dean or the College Business Office).
3. Submit application blanks to Assistant Dean of Students.
4. Be interviewed by a member of the Committee by May 15 and December 15 for the semester following.

Students in need of financial aid applying for entrance to Towson State College should:

1. Consult with the guidance counselor or personnel officer in the institution which the student currently attends.
2. Write to the Assistant Dean of Students at Towson State College for information and applications if the student wishes to apply for financial aid under college auspices.
3. File applications with Assistant Dean of Students.
4. Arrange to be interviewed by a member of the Committee on Financial Aid.
5. Receive notice of Committee action by July 15.

Deadline for Applications

The deadlines for applying for financial aid by presently enrolled students and entering students are:

- a. Loans: NDEA, May 1 and Dec. 1 for the semester following. All other loans have no deadline.
- b. Scholarships: May 1 for the following academic year.
- c. Part-time employment: no deadline, but applications should be filed by June 1 for the following academic year.

TRAFFIC REGULATIONS

Students who operate vehicles in the Towson area must register these vehicles with the Business Office at the time of course registration. The operation of vehicles on the Towson campus and the use of campus parking facilities are privileges extended to eligible student personnel. Parking space limitations require the issuing of parking permits on the basis of student need. Detailed traffic and parking regulations are issued and must be adhered to in order to avoid fines and other disciplinary action.

ADVISEMENT

Freshmen

After admission and prior to final registration in September, entering freshmen come to campus during the summer to consult with counselors concerning the selection of appropriate courses. They register and begin college orientation.

During the first semester, senior students serve as personal and academic counselors to freshmen. Personal interviews, group meetings, and laboratory experiences are provided to promote self-orientation and to help freshmen

explore interests and abilities of professional significance. This program of personal and professional orientation is organized and administered as a regular part of the college curriculum. See *Freshmen Advisory Council* for further details.

On the first Sunday of the fall semester, parents of all freshmen students are invited to spend an afternoon at the College. This occasion provides an opportunity for parents to tour the campus and to meet other parents, students, and some faculty members.

Upperclassmen

During the freshman year, each student selects a faculty member who will serve as his adviser for the remaining years the student is in college. Students should request an adviser in the area of their primary academic interest, if they wish to qualify for a major in that department. The relationship between student and adviser provides the student with an understanding adult with whom he may discuss his personal, professional and educational problems, and consider his special needs. When such assistance seems desirable, students are encouraged to consult instructors, the deans, and other college officials.

PLACEMENT

Under the direction of the Assistant Dean of Students, a career planning and placement service for students in the program of arts and sciences is developing. This service also includes aid to those students transferring to other institutions at the completion of their pre-professional programs.

The supervisors of teacher education students furnish the seniors with whom they work information concerning placement in city or county schools. The Chairman of the Education Department helps to coordinate the requests from superintendents of schools for candidates at the various teaching levels. From the Registrar's Office are sent out complete records of each graduate, including a summary of his progress in the college and a full report of his student teaching. Each fall the College sponsors a Senior Placement Day. Teacher education students are given an opportunity to confer with representatives of the various Maryland school systems.

GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS

Every effort is made to inform interested students of graduate fellowships and assistantships and to assist students in making application for such grants. Literature for grants is available in the Office of the Dean of Students.



PUBLIC LAW RECIPIENTS

Students are entitled to financial assistance if they are under the Vocational Rehabilitation Program of the State and/or if they are under the program offered through the Veterans Administration or the War Orphans Program offered by the State of Maryland. Eligible students should report the fact immediately to the Business Office of the College. Further information is available in the Office of the Dean of Students.

SELECTIVE SERVICE

High school senior men should consult their counselors for information on eligibility for Class 11-S student deferment. Male students should complete SS Form 109, Selective Service System Student Certificate, immediately following registration each fall and file it at the Registrar's Office. The Registrar's Office is required to send this certificate to the student's Selective Service Board each September certifying that the student is enrolled. The Registrar's Office must notify the local board whenever a student is no longer enrolled.

STUDENT ORGANIZATIONS

Extracurricular activities are provided for the many and varied interests of Towson students. Out-of-class activities are recognized as worthwhile complements and supplements to a college education, and students are encouraged to participate.

Student Governing Organizations

The Student Government Association is the student governmental body authorized by the administration of the college. Upon enrollment in Towson each student automatically becomes a member of the SGA. The organization is composed of an executive committee, a student senate comprised of elected representative of each campus extracurricular organization, and a judicial board consisting jointly of students and faculty.

The SGA operates on a budget from the required student activity fee and has fiscal autonomy. To promote the objectives outlined in its constitution, the SGA maintains subcommittees ranging in scope from national and international affairs to local social events. Committee membership is open to all interested students.

Each College organization must secure the approval of the Student Government Association before it may function on the campus. Once an organization's constitution is approved, that club is eligible for financial subsidy from the SGA.

The Men's and Women's Student Residence Councils, with the cooperation of all residence students, are responsible for establishing and maintaining standards of group living and for promoting the social program of the residence halls. The Resident Director and her assistants cooperate with these groups.

The College Centre Board sets the policies governing the College Centre, promotes student friendliness, social life, and general college spirit, and adds to the educational and cultural atmosphere of the College through the use of facilities provided, whenever such use may contribute to the convenience of students, faculty and their friends.

Service Organizations

The Freshman Advisory Council is an organization whose purpose is to aid new students in becoming acquainted with college life. The orientation program during the first week at college is especially designed by the FAC and the faculty to answer all questions that arise from students concerning clubs and organizations, social functions, or academic matters, and to present a comprehensive view of life at Towson.

The Circle K Club is sponsored jointly by the Towson Kiwanis Club and the College. It is a men's organization founded on the principles of Kiwanis International and dedicated to service to the College and its community.

The Hostess Club serves the college on special occasions and on request. Monthly programs are devoted to aiding the members in becoming better hostesses.

Alpha Phi Omega, a group of former Boy Scouts, serves the College in ways that reflect the purposes of scouting. Inactive 1963-64.



Religious Organizations

The Inter-Faith Council is composed of the president and a representative from each religious organization on campus. This group is responsible for the coordination of religious activities at Towson.

The Inter-Denominational Club, sponsored by the YM-YWCA, is the oldest religious organization on campus and offers an opportunity to explore the meaning of the Christian faith and its insights into problems college students face. The activities consist of vespers, Bible study, discussion groups, picnics, square dances, and special parties.

The Inter-Varsity Christian Fellowship aims to strengthen the spiritual lives of its members by the study of the Holy Scripture.

All members of the student body are invited to join these organizations.

The College encourages students to attend services in the churches of their choice and makes it possible for them to meet the local clergymen.

The Denominational Clubs are:

Baptist Student Union

Canterbury Club, for Episcopal students

Christian Science Organization

Jewish Students Association

Lutheran Student Association

Newman Club, for Catholic students

United Campus Christian Fellowship, for Presbyterian,
Disciples of Christ, Evangelical United Brethren
and United Church of Christ students

Wesleyan Fellowship, for Methodist students

Music Organizations

The Music Department sponsors a number of professional groups for which college credit is given. For those interested in choral music, there are the Men's Glee Club, Women's Glee Club, the Towson Singers, and the Towson College-Community Chorus. For those interested in instrumental music, there are three instrumental ensembles and the College Band. There are also the following informal music groups:

The Dance Band studies dance band literature and performs at college functions including concerts and dances.

The Notables are a small, mixed vocal group devoted to the performance of quality popular music.

The String Quartet is an organization devoted to the performance of string music literature.

The Student Christian Association Choir is composed of resident women students selected on the basis of talent and interest. The choir sings for various programs sponsored by the YM-YWCA and for college assemblies. In addition, the choir presents concerts for churches and other organizations in the Baltimore area.

Dramatic Organizations

The Glen Players, the college dramatic organization, offers an opportunity for those interested in all phases of dramatic production to display their talents. Actors, those preferring backstage work, and those interested in theatre in general are encouraged to participate in the activities of the group.

The types of productions presented range from Greek drama to contemporary musicals and incorporate many aspects of dramatic talent.

Special Interest Organizations

Association for Early Childhood Education

Chess Club

Civil Defense Organization

Debate Council

The International Relations Club

Math Set

Modern Dance Club

Music Educators National Conference

Naturalists

Physical Education Majors Club

Pool Club

Psychology Club

Spanish Club

Student Education Association

Young Democrats (Inactive 1963-64)

Young Republicans

Athletic Activities

Every student enrolled at Towson is a member of either the Men's or the Women's Athletic Association. The College is a member of the Mason-Dixon Conference. The men's competitive teams include basketball, soccer, baseball, wrestling, track, tennis, lacrosse and cross country. There are also opportunities for participation in intramural activities. Under the Women's Athletic Association, an elective system is organized to give every woman student an opportunity to engage in the sports which she enjoys. Among the offerings are: hockey, soccer, tennis, archery, basketball, badminton, lacrosse, bowling, volleyball, softball and swimming (also open to men students). With completion of each activity a student receives ten points and, when enough points are accumulated, awards are presented. Besides the above activities, events with other colleges and intramural events are sponsored.

Publications

The Talisman is published under the auspices of the Student Government Association. Its purpose is to foster an interest in creative writing and to give an outlet to those students with creative ability.

The Tower Light is the weekly official student newspaper of the College, by the authority of the Student Government Association.

Tower Echoes is the yearbook sponsored by the Student Government Association.

National Honor Societies

Alpha Psi Omega is a national honorary dramatic fraternity, the purpose of which is to further and maintain interest in drama. Admission to the fraternity is by invitation and is based upon participation in the various phases of dramatic activity at Towson. The fraternity offers scholarships to deserving Towsonites to receive further study in some phase of dramatics.

Gamma Theta Upsilon's Beta Delta Chapter is a national honorary geography fraternity. The members further their knowledge of geography through field trips, slide lectures, speakers and papers presented by members.

Kappa Delta Pi's Epsilon Alpha Chapter is a national honor society in education. The purpose of the Epsilon Alpha Chapter is to provide a full agenda of educational discussions, guest speakers, and services to the College and State.

Phi Alpha Theta's Theta Beta Chapter is a national honorary history fraternity. Students with better than a 3.00 average in history and a general average of 3.00 are invited to membership.



ACADEMIC REGULATIONS

REGISTRATION

The college calendar indicates the dates when students must register. Students will receive credit only for those courses that appear on the official registration. Students are not permitted to attend classes without having completed registration and a fee is assessed for registering after the time assigned. In addition to payment of the late fee, students who register later than one week after the first day of classes must secure permission to register from the Academic Standards Committee. Students are expected to discharge all financial obligations to the institution before being permitted to register.

TRANSFER CREDIT

Credit is accepted for a course completed at any accredited college or university if it is equivalent to a course taught at Towson State College or acceptable as an elective and if the final mark is "C" or higher. This credit will count toward graduation but will not be used in computing the academic average required for graduation.

CREDIT HOURS

The unit of credit is the semester hour. It is defined as one 50-minute class per week (or its equivalent) for one semester. A three-hour class meets three 50-minute periods or two 75-minute periods a week for one semester. Laboratory and studio classes normally require two or three hours in class as the equivalent of one college credit or semester hour. For each credit hour spent in class the student of average ability will generally spend about two hours of outside preparation.

PROGRAM TRANSFER

Students in either the teacher education or arts and sciences program may transfer to the other program by filing a request form with the Registrar's secretary of the Committee on Academic Standards. Those seeking transfer must be in good standing. Those wishing to enter the teacher education program must, in addition, receive the approval of the college physician and speech coordinator.

Those wishing to transfer to the arts and sciences program will be obligated in the amount of one hundred dollars for each semester of work completed in the teacher education program if the teaching pledge was signed in lieu of tuition payment.

EXEMPTION FROM REQUIRED COURSES

Believing that students should not be required to devote time to courses the substances of which they have mastered, the college provides opportunity to qualify for exemption from required courses. Towson students may apply through the Dean of Instruction to be examined for exemption, without credit, from courses required of all students and those required in a major field. The department concerned and the college Director of Research and Testing cooperate in the evaluation. When exempted, the student is privileged to choose an elective in any department or an advanced course in the same department. Required courses in the following fields are at present involved in this plan: English, health and physical education, mathematics, music, social science, and speech.

STUDENT LOAD

The normal student load is 15 to 18 semester hours of credit each semester. However, students wishing to take more than the normal load or less than the normal load may obtain the request form at the Registrar's Office. Upper classmen may register for 18 hours without special permission if they have a cumulative average of 2.00 or better.

AUDITING COURSES

A matriculated student may audit a course with the permission of the instructor of the course. No credit may be earned in a course which is audited, and an auditor is not to take a final examination or receive a grade.

CHANGE OF COURSE OR SCHEDULE

No change of course (adding or dropping a course or a change in sections or credits) at any time is valid unless the student completes the change of course card and files it with the Registrar. Failure to do so will result in a failure (W/F) in the course dropped and no credit in the course added.

No student may enter a class after the first week of classes. Exceptions to this will be considered only after approval of the instructor, the department chairman of the course involved and the Dean of Instruction.

During the first four weeks of full semester courses or the first fourth of a course of less than a semester in length, a student may withdraw from a

course with a grade of "W." During this period a student may, by going through the approved procedure, change from credit to audit status. After this period a course may be dropped only with the approval of the Dean of Students (who grants such approval only on exceptional grounds: health, financial, or other serious personal problems) and will be recorded as:

W/P — If the instructor certifies that the student was doing "C" level work or better at the time of withdrawal.

W/D — If the instructor certifies that the student was not doing "C" level work but was not failing the course at the time of withdrawal.

W/F — If the instructor certifies that the student was failing the course at time of withdrawal.

A COURSE DROPPED WITHOUT APPROVAL WILL BE RECORDED AS A W/F

W/D and W/F grades will be included when computing a student's cumulative grade point average.

CLASSIFICATION OF STUDENTS

Students are classified according to the number of semester hours attempted as follows: freshmen, 0 to 30 semester hours; sophomores, 30 to 60 semester hours; juniors, 60 to 90 semester hours; seniors, 90 semester hours or above.

MARKING AND POINT SYSTEM

A five-point marking system (A, B, C, D, F) is used to indicate quality of academic work. The letter "A" designates work of superior quality; "B," work of quality substantially better than minimum requirement for graduation; "C," work of satisfactory quality meeting the minimum requirements for graduation; "D," work of less than satisfactory quality but allowable for credit, subject to the restrictions specified under Degree Requirements; "F," work of such unsatisfactory quality that no credit is given.

A mark of "Inc." (incomplete because of illness or other reason beyond control of student) at the end of a semester carries no credit. Unless such a course is satisfactorily completed within three weeks after the "Inc." is given, the grade for the course becomes "F."

It is the responsibility of the student to make arrangements to complete course requirements within the three week period.

The mark given for a course which carries no credit will be "S" (satisfactory) or "U" (unsatisfactory).

In computation of grade point averages the following quality point values are used:

A — 4	quality points
B — 3	quality points
C — 2	quality points
WD, D — 1	quality points
F, WF — 0	quality points

Grades of "Inc," "W," "WP," "S," and "U," are not used in computation of averages.

The grade-point average is computed by multiplying the hours of credit in a course by the points assigned to the grade earned in the course. Totaling the credit hours points for all courses taken in the semester, and dividing the total number of points by the total number of hours of credit yields the grade-point average for the semester. For example:

4 hours of A	(4 points each)	16 points
4 hours of B	(3 points each)	12 points
3 hours of C	(2 points each)	6 points
3 hours of D	(1 point each)	3 points
2 hours of F	(0 points each)	0 points
<u>16</u> Total hours		<u>37</u> Total points

Dividing 37 by 16, the student's grade-point average for this semester is found to be 2.31.

The student's cumulative grade-point average is found by dividing the total points earned in all courses completed at Towson by the total number of credit hours attempted at Towson. For example: a junior has attempted 76 credit hours and has earned a total of 190 points. His cumulative grade-point average is 2.50.

A cumulative grade-point of at least 2.00 is required for graduation. A cumulative average of better than 3.00 is usually worthy of special mention.



STANDARDS OF WORK REQUIRED

To remain in good academic standing a student must maintain at least the following semester and cumulative grade-point average. At the end of the freshmen year: 1.75; at the end of the sophomore year: 1.85; at the end of the junior year: 2.00. A student may be placed on academic probation when either his semester or cumulative grade-point average falls below the minimum standard for his class.

A student who has an average of below 2.00 is not achieving an acceptable level of academic work. Academic probation indicates that the Committee on Academic Standards is doubtful as to the student's probable academic success. The complete academic record of each student on probation is reviewed by the Committee on Academic Standards at the close of each semester. A student on probation is placed in good academic standing when his semester and cumulative grade-point averages are above the minimum probation standard for his class. A student on academic probation may be academically dismissed at the end of the semester unless a substantial improvement in his grade-point average is attained. A student who has a record of repeated poor scholarship may be academically dismissed whether or not he was on academic probation during the semester under review.

The personal development of each student is considered. The College may exercise its right to ask a student to withdraw at any time.

Failure in a course usually delays graduation from the College. However, a student may attend a summer session here or, with the permission of the Committee on Academic Standards, attend elsewhere and transfer the earned credit to the College. As a rule a student may not repeat a course more than once.

Entering students who are defective in speech are referred to the Speech Department for testing and may be required to take a course in Corrective Speech.

Freshmen are required to take a course in Fundamentals of Public Speaking. Exemption from this course is granted if the student passes a performance test given by two members of the Speech Department. The performance test must be taken before the end of the first week of the course in Fundamentals of Speech. Those who thus qualify for exemption may choose an advanced course in speech or an elective in another field. Students who are deficient in speech at any time after taking 40.100, Fundamentals of Public Speaking, are required to satisfy the requirements of 40.090, Corrective Speech, before being recommended for graduation.

SENIOR EXAMINATIONS

Seniors are required to participate in the Senior Testing Program. Testing is scheduled once each year during the spring semester. Students eligible

for testing are those who expect to complete graduation requirements in spring or summer of the test year or by the end of the first semester of the following academic year.

ATTENDANCE

Students are expected to attend all classes. Each faculty member sets his own policy on absences. Policies vary and it is the responsibility of the student to understand clearly the absence policy of each instructor and to act accordingly. Students are expected to notify the Dean of Students by phone or in writing of any absence exceeding three days.

LENGTH OF ATTENDANCE

Only in unusual cases may a student remain in the College for longer than eight semesters. Any requests for deviation from this plan must be submitted to the secretary of the Committee on Academic Standards.

WITHDRAWALS

A student wishing to withdraw from college is to obtain a withdrawal card from the Office of the Dean of Students. Before the withdrawal is official, the student must submit the completed withdrawal card to the Office of the Registrar.

TRANSCRIPTS

Upon a student's graduation, a transcript is sent to the Maryland State Department of Education, and upon request of the Baltimore City Board of Education or a Maryland County Board of Education. One copy of the student's record marked "not an official transcript" is furnished free to the student upon graduation.

It is not the policy of the College to issue official transcripts directly to students and graduates.

Transcripts of a student's record will be sent to other educational institutions and organizations only upon written request of the student concerned. The first transcript is issued free of charge. A charge of one dollar is made for each subsequent transcript and should be enclosed with the request.

A student who withdraws from the teacher education program before graduation and requests a transcript for the purpose of continuing his college education must first reimburse the College for whatever education he has received tuition-free (see Liability for Unpaid Tuition).

THE COLLEGE HONORS PLAN

The honors plan of the College is designed to encourage and reward superior scholarship. It offers to able students the opportunity to enrich their academic experiences and to pursue their academic interests in a way different from the normal sequence of courses in the college curriculum. Because of individual student differences and because the College seeks to encourage independence and maturity, students meeting certain requirements are free to seek enrichment of, or acceleration and concentration in, their academic programs in some areas while pursuing a normal sequence of courses in other academic fields. Upon successful completion of their honors work, students will receive their degrees with honors.

The Honors Plan for Freshmen and Sophomores

The honors plan for freshmen and sophomores provides for enrichment of the students' experiences through special honors sections in required courses on the 100, 200, and 300 levels. Students are invited to enter these sections on the basis of their high school records, relevant tests, college performance and the recommendation of high school and college faculty. Selection of students eligible for honors sections is made under the direction of the Dean of Instruction in consultation with the departments concerned.

The honors plan for freshmen and sophomores also provides for enrichment and acceleration through waiving certain required courses. Students who demonstrate their competence in required courses by means of proficiency examinations given by the departments concerned or by the College Entrance Examination Board will be permitted to follow either of two paths. They may enrich their academic experiences by enrolling in courses in fields other than those of the waived courses, or they may accelerate their academic program by enrolling in advanced courses of which prerequisites are the required courses which were waived.

Entering freshmen wishing to obtain waiver of courses for the honors plan may arrange to take Advanced Placement Tests of the College Entrance Examination Board in fields in which they feel qualified. Arrangements to take these examinations in May of the high school senior year may be made through the school counselor or through the College Entrance Examination Board P. O. Box 592, Princeton, New Jersey.

The Honors Plan for Juniors and Seniors

The honors plan for juniors and seniors is primarily designed for enrichment of the students' academic experiences, and it may be pursued in either of two ways.

Students who wish to broaden their knowledge and understanding in more than one subject may enroll for seminars or independent study on the

400 level or above in any discipline irrespective of their major. Admission to this aspect of the honors plan is dependent upon fulfilling prerequisites for enrollment in the courses desired.

Students who wish to deepen their knowledge and understanding in a specific way may enroll in the honors programs conducted by individual departments. Departmental honors programs are arranged by each department according to the discipline involved, but in general they consist of independent study, and seminars and research work under the guidance of department faculty. Requirements for admission to departmental honors programs are established by the individual departments. Students should consult department chairmen about these requirements.

Requirements for Receiving Degrees with Honors or with Honors in a Discipline

To receive the bachelor's degree with honors, a student must, in his junior and senior years, have met the following requirements: a minimum of nine semester hours of seminar work and independent study at the 400 level or above divided between a minimum of two disciplines; a minimum grade of "B" in the nine required semester hours and a minimum cumulative average at graduation of 3.3.

To receive a bachelor's degree with honors in a discipline, a student must complete a departmental honors program and be recommended for honors by that department.



THE COLLEGE CURRICULA

The college offers two undergraduate programs at the present time, arts and sciences and teacher education.

THE ARTS AND SCIENCES PROGRAM

The arts and sciences program at Towson offers opportunities of higher education to qualified high school graduates who are interested in obtaining a broad, liberal education. Students in the arts and sciences program may pursue courses leading to further preparation for a variety of careers. In some professions, such as law and medicine, it is usually advisable to complete a four-year liberal arts course before beginning professional study. In others, students should plan to transfer to a professional school after one or two years, unless the professional school's admission plan permits a longer period of preprofessional study.

Those who decide it is appropriate to enter professional study should study carefully the catalogue of the institution which they wish to attend in order that they may select the Towson courses required for admission to the professional program. The following program of study is suggested for the freshman year:

	Hours
Orientation 0.090	0
Art in the Culture 1.203	2
English Composition and Literature 6,102-6.103	6
Introduction to Music Literature 13.103	2
Physical Education 16.101-16.102	2
Fundamentals of Biology 17.103	4
History of Western Civilization 30.121-30.122	6
or History of the United States 30.221-30.222	6
Fundamentals of Public Speaking 40.100	2

A foreign language should be elected by those wishing to earn a Bachelor of Arts rather than a Bachelor of Science degree.

The following paragraphs outline how the liberal arts curriculum can provide basic preparation for several professions or vocational fields. Students may obtain further information from their advisers and from the chairman of the department in which the major or most of the preparatory study is to be taken.

Students who look forward to graduate work should make early selection of the school they hope to enter in order that they may meet the entrance requirements of the chosen institution. Current catalogues of graduate and professional schools are on file in the Admissions Office. The Dean of Students has additional data on opportunities for advance study, including available fellowships and scholarships.

Business

A four-year course with a major in an academic field which includes electives in economics and mathematics provides a general background for the individual interested in a business career. If a more specialized preparation in business administration is desired, the student may transfer to a university school of business administration.

College Teaching

The future college professor should build a strong undergraduate major in his chosen field and prepare for graduate study leading eventually to the Doctor of Philosophy degree. Inquiry should be made at several graduate schools with a view to meeting their entrance requirements. Preparation for reading proficiency in French or German should be begun as soon as possible in the undergraduate program.

Students interested in education as their teaching discipline should enter the teacher education program and acquire experience in public school teaching before entering graduate school. Such students may ultimately acquire the Doctor of Philosophy in Education or the Doctor of Education degree.

Foreign Service

A student considering a career in the Foreign Service of the Department of State, or other overseas programs should plan a curriculum emphasizing a good general education, with particular attention to the use of the English language with skill and fluency, to a foundation in economics, geography, government and modern history, and to reading with comprehension and conversing with intelligibility in at least one modern foreign language of general utility. The Department of State now requires of all candidates that they pass both a written and oral examination in French, German, or Spanish. Mastery of additional foreign languages enhances a candidate's value to the Service.



Forestry

Broadly educated men, interested in outdoor life and possessing a strong background in the biological sciences, particularly botany, are desired by the university schools of forestry. One year of pre-forestry study, planned with the aid of a biologist and in accordance with requirements of the forestry school to which application is being made, may be taken at Towson.

Journalism

A desirable undergraduate preparation for a journalistic career consists of a broad program of arts and sciences with a major in English, history, or social sciences. Courses should be elected in several departments to supplement those required of all students. Specific acquaintance with newspaper writing and editing should be gained through the basic course in news writing and from service on the staffs of the college publications.

Law

Students planning to apply for admission to a college of law should make an excellent academic record in a wide variety of liberal arts work. Their objectives should be ability in thinking, writing, speaking, understanding of people, and broad knowledge of United States political and economic life, Anglo-American constitutional history, and of literature, sociology, and philosophy. Admission to a law school is sometimes granted superior students after two or three years of undergraduate work, but a college degree is usually required for admission.

Library Work

Prospective librarians should plan for a four-year program of arts and sciences followed by a one-year graduate course in a school accredited by the American Library Association. A good undergraduate record and a reading knowledge of at least one foreign language are customary requirements for admission to a degree program in library science. Prospective librarians may prepare for positions in which they would work primarily in the subject matter area of their special interest. At present there are more positions for school and college librarians than qualified candidates.

Medicine and Dentistry

A student expecting to graduate from Towson State College before entering professional school can meet the general admission requirements of a



number of medical and dental schools by completing a major in biology plus two years of chemistry, and one year of English, mathematics, physics, and French or German. Electives may be chosen in health education, social sciences, English, and fine arts. The student who expects to transfer to a medical or dental professional school after three years at Towson is advised to consult the catalogue of the school to which he expects to apply to make sure that he meets the entrance requirements of that school. The following pre-professional course pattern is suggested for consideration along with the requirements of the professional school to be attended:

First Year		Second Year	
	Hours		Hours
0.090 Orientation	0	6.204-6.205 English Literature.....	6
6.102-6.103 Composition & Literature.....	6	12. -12. Modern Language.....	6
12. -12. Modern Language.....	6	17.211-17.212 General Physics.....	8
17.120-17.220 Zoology I & II.....	8	17.218-17.219 Organic Chemistry	10
17.206-17.207 General Chemistry.....	8	*Electives	2 to 6
*Electives	4 to 6		
		Total	32 to 36
Total	32 to 36		

Ministry

In addition to complete devotion to his vocation, the prospective minister, priest, or rabbi should process or acquire academic ability, sympathy for and skill in working with people, facility in writing and speaking, and broad knowledge in several fields. As a college student he should be active in his church or synagogue and in a campus religious organization. A four-year course in arts and sciences is required for admission by most theological schools. Most of the eight or more years of study for the Roman Catholic priesthood takes place in a seminary. More information may be sought from the student's minister, priest, or rabbi.

Nursing and Medical Technology

Similar liberal arts work is recommended as preparation for professional study in these two fields, particularly if the individual is interested in the additional vocational opportunities available to those earning a B.A. or B.S. degree. A major in biology is suggested for those planning to earn a college degree.

For those taking preprofessional work prior to studying medical technology, a three-year course is the recommended minimum. This is followed by twelve months of clinical training in a hospital.

Prospective nurses interested in a college degree may take a two-year prenursing program at Towson. The following pre-professional course pattern

* Electives chosen from such courses as College Algebra; History of Western Civilization; Introduction to Sociology; Government of the U. S.; Health Educ.; Public Speaking; Modern Lang.; Art in the Culture; Music Appreciation; General Psych.

is suggested for consideration along with the requirements of the professional school to be attended:

First Year	Hours	Second Year	Hours
0.090 Orientation	0	6.204-6.205 English Literature	6
6.102-6.103 Composition & Literature.....	6	16.201-16.202 Physical Education	2
16.101-16.102 Physical Education	2	17.206-17.207 General Chemistry	8
17.120 Zoology I	4	30.121-30.122 Western Civilization	
17.220 Zoology II or 17.318 Microbiology...	4	or 30.221-30.222, U. S. History	6
30.201 Introduction to Sociology	3	40.218 Advanced Public Speaking	3
40.100 Public Speaking	2	*Electives	7 to 9
*Electives	11 to 13		
Total	32 to 34	Total	32 to 34

Personnel Work

Personnel work in educational institutions and psychological testing positions may sometimes be entered directly from college, but a graduate degree is usually required. Personnel work is a field in which work experience is important, particularly in industry and business, and one in which there is keen competition for starting positions. In addition to the general college requirements, the following suggestions are made: a major or minor in psychology, courses from the following areas: sociology, economics, and political science.

Pharmacy

Although a four-year college course is desirable as background for admission to a pharmacy school, two years of college is usually sufficient. In some institutions the pharmacy program is so integrated with general education that a student may take two years in arts and sciences, transfer to the pharmacy program, and receive a degree at the end of four years. Basic requirement of a typical pharmacy school would be met by a Towson student completing two years of work as outlined in the pattern that follows:

First Year	Hours	Second Year	Hours
0.090 Orientation	0	6.204-6.205 English Literature	6
6.102-6.103 Composition & Literature	6	17.211-17.212 General Physics	8
11.111 College Algebra	3	17.216 Quantitative Analysis	4
11.112 Trigonometry	3	30.202 Economic Principles & Problems.....	3
11.113 Analytical Geometry	3	30.221-30.222 History of the United States...	6
16.101-16.102 Physical Education.....	2	30.206 Government of the U.S.....	3
17.120 Zoology I	4	*Electives	2 to 6
17.204 General Botany	4		
17.206-17.207 General Chemistry	8	Total	32 to 36
*Electives	0 to 3		
Total	33 to 36		

* Electives chosen from such courses as College Algebra; History of Western Civilization; Introduction to Sociology; Government of the U. S.; Health Educ.; Public Speaking; Modern Lang.; Art in the Culture; Music Appreciation; General Psych.

Physical Therapy

The minimum requirements for admission into an approved school of physical therapy is sixty credit hours of college work, including eight credit hours in biology or zoology, six credit hours in physics and/or chemistry, and six hours in psychology. A list of approved schools and their admission requirements may be obtained from The American Physical Therapy Association, 1790 Broadway, New York 19, New York.

Public Administration

A student expecting to enter some field of public service (such as federal, state or local governmental organizations as administrators) should choose a major in the social science area suited to his objectives. Courses in political science, economics, sociology, and psychology are recommended.

Social Work

Although social welfare agencies employ many individuals who have a four-year college education, leaders in the field consider two years of graduate education desirable. Undergraduate courses suggested include economics, political science, history, psychology, sociology, statistics, biological sciences, English composition, public speaking, and news writing. Volunteer service with youth serving organizations and summer employment in social agencies are recommended for the college student interested in this vocation.



THE TEACHER EDUCATION PROGRAM

The supply of Towson teacher education graduates does not come close to meeting the demand for them. This in part reflects the current national shortage of teachers; it also reflects a special regard for Towson graduates in school systems throughout the State.

Towson has been preparing teachers for the public schools of Maryland for one hundred years. Out of this long experience has come the present three programs for teachers, directed toward three grade-levels: kindergarten-primary (through the third grade), elementary (first through sixth grades), and secondary (seventh through twelfth grades). The necessary variations among them lie mainly in the required professional courses—that is, those courses concerned with understanding children, educational theory, and classroom techniques.

These professional courses, comprising about twenty per cent of the four years' work, consist of roughly two-thirds classwork at the College and one-third experiences, including student teaching in the classrooms of public school systems. Prior experience with children is strongly recommended for those seeking admission to student teaching.

The remaining work is given over to studies of a general nature—in the humanities, the social sciences, and the natural sciences—providing a well-rounded college education, as well as necessary background in the subject the student will eventually teach. Certain basic courses are required, assuring foundations in all broad areas of knowledge; but even among these there are frequent choices, and beyond them is the opportunity for electives that make possible the pursuit of special interests.

In general a student is eligible to enter the student teaching semester when (a) He has completed the required freshman and sophomore courses for his division; (b) He has completed all professional prerequisites and has achieved a cumulative average appropriate to his classification; (c) He has received the approval of the Director of his Division. He may not continue professional courses if his grades of the second and third semester combined, contain more than 20% of "D" & "F" grades. A student who makes more than one "D" or "F" grade in professional courses preceding student teaching (or a "D" or "F" in 5.360 or 5.381) will not be permitted to enter student teaching. At the discretion of the director of his teacher education area, in concurrence with the Chairman of the Education Department, he must either repeat the professional courses in which he received "D" or "F" grades or take comparable courses, and have a cumulative average of 2.0 in professional courses.

Required courses for each area and suggested course sequences are listed under each area in the Education Department course descriptions.

Teaching Certificates

Each graduate of a teacher education program at Towson will be qualified for Maryland certification at the kindergarten-primary, elementary, junior high school, or senior high level. (Preparation for junior high school certification may be completed in either of two ways: (1) the program in elementary education plus a major in the desired teaching field or (2) the complete program in secondary education.) The Standard Professional Certificate is issued for three years at graduation and is renewable for seven years upon completion of six semester hours of graduate or advanced undergraduate courses.

The Towson graduate program affords opportunity to qualify for the Advanced Professional Certificate. Thereafter a master's degree or "equivalent" is required for the Advanced Professional Certificate. Certification to teach in Baltimore City is based in part upon the passing of a professional examination.

General College Requirements for Bachelor's Degrees

All degree curricula of the College are based upon a fundamental background of general studies. Fifty-two semester hours of liberal arts or general education courses are required of all students working toward the Bachelor of Science or Bachelor of Arts degrees. Additional courses in general education are required of prospective kindergarten-primary and elementary school teachers; all other students will acquire depth of understanding by completing a major or an approved departmental program in one academic field.

Specialization

A major or an approved departmental program in an academic field is earned by completing about eight courses, generally, beyond the basic required courses in the chosen field—or about 36 credit hours of work, the exact amount being set by the various departments. Three possible benefits make the pursuit of a major course of study desirable: it prepares the student for graduate study in the field; it prevents a possible too-wide dispersion of effort which would result in a lack of real competency in any branch of knowledge; it qualifies the graduate from the teacher education program to teach the subject in junior and senior high schools.

Students may select a major or approved department program from one of the following fields: Art, Art Education, Biology, Chemistry, Elementary Education, Elementary School Science, English, Geography, History, High School Science, Kindergarten-Primary Education, Mathematics, Modern Foreign Languages, Music, Music Education, Physical Education, Physics, Political Science, Psychology, Social Science, Speech and Dramatics, Speech Education.

A number of departments offer minors. The required courses for programs are listed with department course descriptions.

Students are responsible for meeting in full the requirements for graduation as set forth in the college catalogue. When the requirements are changed after a student has enrolled in the College, the student has the option of meeting in full the requirements that were in effect at the time of entrance or those that are in effect at the time of graduation. When the College withdraws former required courses, the Standards Committee will approve substitutions for students graduating under the former requirements. The student's advisor assists in the planning of a program, but the *final responsibility for meeting the requirements for graduation rests with the student.*

DEGREE REQUIREMENTS

Bachelor of Arts Degree

Those wishing to qualify for a Bachelor of Arts degree may do so by fulfilling the requirements for the Bachelor of Science degree and by completing the intermediate course or the equivalent of a modern foreign language.

Bachelor of Science Degree

A student who satisfactorily meets the following requirements will receive the Bachelor of Science degree.

1. College credit of one hundred twenty-eight semester hours.
2. Credit in the courses required of all students.
3. Credit in the required courses of the curriculum he has elected.
4. Successfully complete a major or an approved departmental program except for those in Kindergarten-Primary or Elementary Education. With prior approval of the Standards Committee, a student may substitute an interdisciplinary program designed to meet his particular objectives.

A mark of C or higher is required for credit in every course applied toward a major or minor or approved departmental program. If this standard is not attained, the student must repeat the course or substitute another course in the field at the direction of the department.

5. A cumulative average of at least 2.00.
6. Fulfillment of the speech requirement.*
7. Certification by the college physician of physical fitness.
8. Record of attendance at the college for at least one college year during which thirty semester hours of credit were earned. A student is expected to earn his final thirty credits at the College unless he receives special permission to the contrary.

* Students who are deficient in speech at any time after taking Speech 100, Fundamentals of Public Speaking, are required to satisfy the requirements of Speech 090, Corrective Speech, before being recommended for graduation.

9. Demonstration of personal qualities which are expected of an educated person.
10. A record of having taken the required sophomore and senior examinations or their approved equivalents.

GENERAL COURSE REQUIREMENTS OF ALL STUDENTS

The requirements of the Bachelor of Arts degree include those listed below plus 12 hours or the equivalent in one foreign language.

ART		
1.203	Art in the Culture.....	2 credits
ENGLISH		
6.102-6.103	Composition and Introduction to Literature.....	6 credits
6.204-6.205	English Literature	6 credits
HEALTH EDUCATION		
8.205	Health Education	2 credits
MATHEMATICS		
11.111	College Algebra	3 credits
11.201	Elements of Mathematics or	
11.204	Fundamental Concepts of Arithmetic	
MUSIC		
13.103	Introduction to Music Literature	2 credits
PHYSICAL EDUCATION		
16.101-16.102	Physical Education	2 credits
SCIENCE		
17.103	Biological Science	4 credits
17.200	Physical Science	4 credits
17.—	Another course approved by the Department.....	4 credits
PSYCHOLOGY		
20.201	General Psychology	3 credits
SOCIAL SCIENCE		
30.121-30.122	History of Western Civilization or	12 credits
30.221-30.222	History of the United States, plus six hours additional social science credit	
SPEECH		
40.100	Fundamentals of Public Speaking.....	2 credits
NON-DEPARTMENTAL COURSE		
0.090	Orientation to the College	0 credits
Total.....		<u>52 credits</u>



COURSE DESCRIPTIONS

THE MEANING OF COURSE NUMBERS

Each department of the College has a code number shown in parenthesis at the head of the department announcement. Each course has a distinctive number, with the following significance: Course numbers 100-199 inclusive are primarily for freshmen, 200-299 primarily for sophomores, 300-399 primarily for juniors, and 400-499 primarily for seniors, 500 and above for graduate students. Students may register for courses one level above or one level below their classification. Seniors are expected to confine themselves to 300 courses and higher. 500 level courses are not open to seniors except by special permission of the Dean of Instruction and with concurrent approval of the Director of the Graduate Program. Graduate students may take a limited number of advanced undergraduate 400 courses for graduate credit.

Courses for which college credit is not given are assigned a number lower than 100.

Semesters of a year course whose numbers are separated by a hyphen are to be taken in sequence. When course numbers are separated by a comma, either semester may be taken independently of the other.

"A" COURSES

For all courses numbered with the addition of the letter "a" the following explanation applies: for the additional credit hour, students are required to do extra work in areas of special interest under direction of the instructor.

Permission to register for any course carrying the letter "a" must be obtained from the instructor of the course at registration time only. A student electing the additional hour credit may not change the value of the course after the first week of the semester or the equivalent thereof in teaching time.

ELECTIVE COURSES

Students majoring in the various areas will need to choose their electives with extreme care. Before registering for courses which are not required stu-

dents should consult their advisers. The advice of the instructor in the course or the chairman of the department in which the elective course is listed may be needed before a wise decision is made concerning the choice of an elective.

CREDIT VALUE OF COURSES

The semester credit value of the course is indicated in the parenthesis following the title.

TIME OF OFFERING

All required courses are usually offered each semester. Elective courses in each department are usually offered at least one semester each year. All non-required courses are offered subject to sufficient enrollment.

PREREQUISITES

The order in which courses may be taken is determined by the prerequisites of all courses to be taken.

NON-CREDIT COURSES

- 0.090 ORIENTATION TO COLLEGE (0) Introduction to social and academic aspects of college living. One hour per week for each semester.
- 20.090 CLINICAL READING (0) Required for new students whose test scores indicate a special need for improved reading skills. Three hours per week.
- 40.090 CORRECTIVE SPEECH (0) Students who are deficient in speech upon entering or at any time after taking 40.100 Fundamentals of Public Speaking are required to satisfy this requirement before being recommended for graduation. Two hours per week.



ART

Professors: MITCHELL (Chairman), ZINDLER

Associate Professors: GUILLAUME, MILLER, POLLACK

Assistant Professor: NASS

Instructors: KIRSTEL, JACOBSON, SMITH

The art courses contribute to the student's understanding of the functions of the various arts in the shaping of environment and stimulate participation and understanding in the visual arts. The department provides a major and a minor in art and a major in art education, leading to teacher certification.

ART MAJOR

All prospective art majors and minors must register with the Art Department as early as possible during the first year. The purposes of a major in art are to provide a background for personal creativity, to prepare for graduate work, and to provide a foundation for a career in art. Required art courses are: 1.103, 1.203, 1.211, 1.322, 1.329, 1.331, 1.340.

In addition, 14 credits in art courses are required to reach the minimum total of 34 credits. The Art Department may require upper class students to undertake independent study from an individually selected bibliography. Participation in the annual student exhibit is required. The department reserves the privilege of retaining student work, including rights of reproduction and publication.

ART EDUCATION MAJOR

For students who desire teaching certificates in art on the elementary and secondary levels (dual certification), the required courses are the same as those listed for an Art Major plus the following: 1.202, 1.310, 1.325, 5.376, 5.396, 5.390-3E, 5.390-3S.

ART MINOR

Students who wish a minor in Art should select the following courses: 1.103, 1.203, 1.211, 1.321, or 1.322, 1.329, 1.340. In addition to these courses the student should select additional credits to have a minimum total of 20 credit hours in Art.

ART COURSES

- 1.103 FUNDAMENTALS OF DESIGN (2) Elements and principles of design and aspects of their application.
- 1.202 DESIGN (2) Organization and use of the elements of design; emphasis upon independent investigation; the application of aesthetic principles to graphic and plastic problems. Prerequisites: 1.103 or equivalent.
- 1.203 ART IN THE CULTURE (2) Analysis of form in the graphic and plastic arts including: architecture, ceramics, industrial design, painting, print-making and sculpture. Investigation of the relationship between cultural values and art forms. Studio emphasis upon the expressive possibilities of materials.
- 1.211 DRAWING AND THE APPRECIATION OF DRAWING (2) Problems of expressive draftsmanship in theory and practice. Drawing from both the costumed and nude figure.
- 1.215 PROJECTIVE DRAWING (2) Methods of perspective, orthographic and isometric projections. The use of various media in the rendition of three dimensional form.
- 1.305 THE ART OF PUPPETRY AND MARIONETTE PRODUCTION (2) Design and construction of puppets and marionettes: adapting plays, stories, and events; designing and constructing scenery; lighting; production.
- 1.306 ARCHITECTURAL CONCEPTS (2) Basic ideas underlying the organization of space and materials for human needs. Lectures, slides, and field trips will be used to convey both contemporary and historical aspects of the design of private and public buildings and of communities. Prerequisite: 1.203.
- 1.310; 1.310a THREE DIMENSIONAL DESIGN (2, 3) Creation of forms in space exploiting the inherent expressive possibilities of various materials and tools. Discussion, lecture. Prerequisite: 1.103.
- 1.311 DRAWING (2) Continued studio work in drawing, landscape, still life and figure. Prerequisite: 1.211.
- 1.314 THE ART OF ENAMELING ON METAL (2) Essentials of design as applied to the art of enameling on copper and silver. The appreciation of master works of enameling from medieval to contemporary times. Prerequisite: 1.103 and 1.203.
- 1.320; 1.320a EXHIBITION TECHNIQUES (2, 3) Materials, techniques, and methods for the aesthetic presentation of informational materials. The design of bulletin boards, exhibit spaces, display tables. Prerequisite: 1.103 or consent of instructor.
- 1.321 ANCIENT, MEDIEVAL AND RENAISSANCE (3) Art as seen in historical perspective. Readings, museum trips and research.
- 1.322 THE HISTORY OF ART: BAROQUE THROUGH CONTEMPORARY (3) The art of the Seventeenth, Eighteenth, Nineteenth and Twentieth Centuries. The origins of contemporary art and their development.
- 1.325 ADVERTISING DESIGN AND COMMERCIAL ART (2) Problems in advertising design and commercial art. Line, half-tone and color as elements of visual communication and layout. The application of drawing, painting and design to the field of illustration; principles of lettering and the study of typography. Prerequisite: 1.103.
- 1.329 OIL PAINTING AND RELATED MEDIA (3) Varied approaches to painting are explored. A variety of media (e.g. collage, encaustic, oil painting) are presented through demonstration and lecture. Prerequisite: 1.103 or consent of instructor.
- 1.330 WATER COLOR AND RELATED MEDIA (3) Varied approaches to water color are explored. A variety of media (e.g. gouache, casein, watercolor) are presented through demonstration and lectures. Prerequisite: 1.103 or consent of instructor.
- 1.331 CERAMICS (2) Creative possibilities of ceramic materials. Studio work, lectures and discussions on ceramic design, techniques and materials. Prerequisite: 1.103 or consent of instructor.

- 1.340 SCULPTURE (3) Study of the human figure as related to personal expression in the sculptural media. Investigation of the materials of sculpture in relationship to the creative process. Prerequisite: 1.103.
- 1.351 ETCHING AND RELIEF PRINTING (2) Personal expression in printmaking through the media of the woodcut, the subtractive color-woodcut, etching, drypoint, engraving and various other intaglio processes. Prerequisite: 1.211 or consent of instructor.
- 1.405 ART PRINCIPLES AND CRITICISM (2) Principle concepts of art; theories of perception and aesthetics; application of theories to the interpretation of specific works of art. Prerequisites: 1.203 and 1.321 or 1.322.
- 1.414, 1.415 ADVANCED STUDIO (2, 3, 4: 2, 3, 4) Practice for advanced students in their fields of special interests. Prerequisite: A course in the field of special interest.
- 1.429 OIL PAINTING AND RELATED MEDIA (3) Continued studio experiences in painting. Prerequisite 1.329 or consent of instructor.
- 1.430 WATER COLOR AND RELATED MEDIA (3) Continued studio experiences in painting. Prerequisite: 1.330 or consent of instructor.
- 1.431 CERAMICS (2) Continued studio experiences in ceramics. Prerequisite: 1.331.
- 1.440 SCULPTURE (3) Continued studio experiences in sculpture. Prerequisite: 1.340.
- 1.451 LITHOGRAPHY AND SERIGRAPHY (2) Printing as a creative art. Drawing and printing; lectures, demonstrations and criticisms. Prerequisite: 1.211 or consent of instructor.
- 1.460 PROSEMINAR IN ART HISTORY (2) Intensive analysis of a defined historical period of stylistic development in art. Directed readings in both period and contemporary sources. Discussions and examination of works in museums and galleries. Prerequisites: 1.321 and 1.322 or consent of instructor.
- 1.514 GRADUATE STUDIO (2, 3, 4) Independent work in field of special interest with weekly criticism by staff. Prerequisites: Undergraduate work in field of specialization.
- 1.529 PAINTING (3) For students with previous experience in painting; consideration of current trends and styles; studio work, museum visits, lectures. Prerequisites: 1.329 and 1.429 or equivalent.
- 1.531 CERAMICS (2) Advanced work in ceramic design and techniques of glazes, clay bodies, firing. Prerequisites: 1.331 and 1.431 or equivalent.
- 1.540 SCULPTURE (3) For students with previous experience in sculpture; consideration of current trends and styles; studio work, museum visits, lectures. Prerequisites: 1.340 and 1.440 or equivalent.
- 1.551 GRAPHICS (2) For students with a basic knowledge of print making; studio work in intaglio and relief processes. Aspects of mixed media explored. Prerequisite: 1.351, 1.451 or equivalent.

The following art education courses are taught by members of the Art Faculty.

Course descriptions will be found under the Education Department.

- 5.371; 5.371a ART AND THE CHILD
- 5.376 TEACHING ART IN THE ELEMENTARY SCHOOL
- 5.390-3E STUDENT TEACHING IN ELEMENTARY SCHOOL ART
- 5.390-3S STUDENT TEACHING IN SECONDARY SCHOOL ART
- 5.396 TEACHING ART IN THE SECONDARY SCHOOL
- 5.435 ADVANCED ART EDUCATION



EDUCATION

Professors: FITZGERALD (Director of Elementary Education), HARTLEY, SCHROEDER (Chairman and Director of Teacher Education), WILLIAMSON.

Associate Professors: ABENDROTH, BELLOWS, BROYLES, BURRIER (Director of Secondary Education), CORNTHWAITE (Director of Audio-Visual Education), PFELTZ, SPRAGUE, VELIE (Director of Kindergarten-Primary Education).

Assistant Professors: BRAMBLETT, CIMINO, COX, HOLDEN, KARFGIN, PATTEN, RAY, TAYLOR

Instructors: BINKO, BOND, BOYD, COHN, MATARELLA.

Faculty Members from other departments also participate in teaching courses in the Education Department.

The teacher education program is designed to help the student mature in the varied understandings and competencies needed by the beginning teacher. Building upon the foundation of a sound general education, the student is guided toward an understanding of the child, the school, and the educative process. Courses in theory are carefully interwoven with laboratory experiences in the public schools to provide continuing practical experiences throughout the student's college career. All aspects of the program have as their central aim the development of teachers who are broadly prepared individuals, who work well with children, and who are ready and able to take intelligent action on current educational issues.

SEQUENCES OF COURSES

All students must register their curriculum patterns with the director of their professional division during the second semester of their freshman year. Transfer students must first consult with their major advisor and then plan their programs with the director of their professional division during their first semester at the college.



KINDERGARTEN-PRIMARY EDUCATION

The kindergarten-primary program is built on the premise that special knowledge, special capabilities, and special understanding are required to teach the primary grades. The following series of interrelated experiences in college classes and in primary grade classrooms are interdisciplinary and are taught by a faculty team with the coordination and leadership of primary grade specialists.

The required courses for the kindergarten-primary education program are 1.103, 5.105, 5.33, 5.334C, 5.334M, 5.335C, 5.335S, 5.390-1A, 5.390-1B, 5.410, 11.205, 13.203, 16.201, 16.202, 20.203, 30.103, 30.104.

KINDERGARTEN-PRIMARY EDUCATION MAJOR

In addition to the regular Kindergarten-Primary Program, a major in Kindergarten-Primary Education is available to students who meet the requirements. Applications for a major will be processed by the Director of the Kindergarten-Primary Division during the student teaching semester.

To be eligible for a major in Kindergarten-Primary Education, a student must have demonstrated outstanding personal qualifications for working with children in kindergarten and/or grades one, two, three. In addition to the

regular requirements for all students in the Kindergarten-Primary Program, individuals who are majoring in this area will pursue, with approval of the Director, *5 additional elective hours and will be required to have one term of student teaching on the kindergarten or nursery school level.*

KINDERGARTEN-PRIMARY EDUCATION COURSES

Professional Block I

5.333 THE RELATED ARTS AND SCIENCES OF THE ARTS (5) Team teaching by specialists in art, music, science, physical education, and early childhood education. Direct experiences with children.

Professional Block II

5.334C CURRICULUM ANALYSIS AND METHODS OF INSTRUCTION (4) Emphasis on objectives and methods in teaching social living, reading and other language arts; analysis of classroom management and organization during extended participation in assigned classrooms. Two hours lecture and 5 hours in public school classrooms weekly.

ELEMENTARY EDUCATION

The elementary education curriculum is designed for students who are interested in the total elementary school program. The following required courses are designed to integrate classroom and laboratory experience in such ways as to prepare students for beginning teaching in public schools. The required courses for elementary education program are: 1.103, 5.105, 5.360, 5.361, 5.362, 5.363, 5.364, 5.390-2, 5.410, 11.205, 13.203, 16.201, 16.202, 20.203, 30.103, 30.104 and two of the following: 5.371, 5.372, 5.373.

ELEMENTARY EDUCATION MAJOR

In addition to the regular Elementary Program, a major in Elementary Education is available to students who meet the requirements. Application to work for a major in Elementary Education may be made at any time but not later than the second semester of the junior year. Official action on the application will be taken by the Director of Elementary Education Division following student teaching.

To be eligible for a major in Elementary Education, a student must be in good standing, have a cumulative average of 2.00 or better, must have demonstrated outstanding personal qualifications for working with children in the elementary school, and must complete 20.410 and 5.425. The latter course must follow student teaching.

ELEMENTARY EDUCATION COURSES

- *5.360 OVERVIEW OF ELEMENTARY EDUCATION (2) Role of the elementary school and the professional role of the teacher; curriculum development as affected by the needs of society, child development, and principles of teaching and learning.
- *5.361 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (1½) Locating, organizing, synthesizing, and interpreting fundamental social information.
- *5.362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (1½) Significance of science for the elementary school child; its contribution toward his development; criteria for selecting science experiences for children.
- *5.363 TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL (2) Kinds of arithmetic; the nature and meaning of arithmetic; core mathematical ideas running through elementary mathematics, research findings in teaching arithmetic; organization of units of instruction; evaluation of pupil progress. Prerequisite: 11.204 and 11.205.
- *5.364 TEACHING READING AND OTHER AREAS OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3) Language needs and abilities of children. Development of effective language skills with emphasis on reading.
- **5.371 ART AND THE CHILD (2) Major considerations of art education appropriate to the work of the elementary teacher; experiences in planning and teaching art.
- **5.372 TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2) Acquaints students with music programs in the elementary school through lecture, class discussion, and practice with children. Prerequisite: 13.203.
- **5.373 TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2) Observation and participation at Lida Lee Tall School. Time is devoted to planning, preparation, and presentation. Prerequisite: 16.101-102, 16.202-203; or 16.112, 16.113, 16.212, 16.213.
- 5.376 ART IN THE ELEMENTARY SCHOOL (2) Concurrent course with 5.396 Art in the Secondary School. For course description see 5.396. Open only to Art Education Majors during their Student Teaching semester. Prerequisite: 1.103.
- 5.390-2 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (10) Ten to twelve weeks, full time, in public school classrooms under the guidance of master teachers. Weekly conference with the college supervisor after school hours. Prerequisite: Approval of education department.
- 5.390-3E STUDENT TEACHING IN ELEMENTARY SCHOOL ART (6) Prerequisite: Approval of Art Department.
- 5.390-7E STUDENT TEACHING IN ELEMENTARY SCHOOL MUSIC (6) Prerequisite: Approval of Music Department.
- 5.390-8E STUDENT TEACHING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION (6) Prerequisite: Approval of Physical Education Department.
- 5.420 PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOL (3) Same as 16.420 — see 16.420 for course description.
- 5.425; 5.425a READING AND OTHER LANGUAGE ARTS IN THE ELEMENTARY SCHOOL — ADVANCED (2, 3) Application of theory and research to the teaching of reading and the other language arts. Prerequisite: 5.390.
- 5.426; 5.426a METHODS AND PRINCIPLES OF READING INSTRUCTION — ADVANCED (2, 3) Principles involved in building a developmental reading program; prevention of reading difficulties; methods of remedial reading. May not be taken by those who elect 5.425.

* Admission to these required courses is by consent of the Director of Elementary Education.

** Students in Elementary Education will be assigned to two of the three methods courses in art, music, or physical education after an analysis of their individual needs. The third course may be taken as an elective.

- 5.430 MUSIC IN ELEMENTARY SCHOOL — ADVANCED (3) Materials and procedures in a school music program including participation in planning and presentation of musical programs in the Lida Lee Tall School.
- 5.450; 5.450a GUIDANCE IN THE PUBLIC SCHOOL — ELEMENTARY (2,3) Scope and function of an elementary guidance program; the role of the classrooms teacher in guidance.

SPECIAL SUMMER SESSION ELEMENTARY EDUCATION COURSES

- 5.291-5.293 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (6) An overview of the elementary school curriculum, with emphasis upon the language arts, social living, and related activities in other areas. Acquaints students with classroom routines and procedures. Observation of experienced teachers working and planning with groups of children at different grade levels. Specialists discuss and demonstrate activities, materials, and procedures in music, art, and physical education.
Open only to undergraduates. This course is expected to precede specific methods courses.
- 5.301-5.304 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (8) First course in education for liberal arts graduates. May be followed by required methods courses at the 300 level, provided the prescribed content courses have been completed.

SECONDARY EDUCATION

The program of education for junior and senior high school teachers is designed to bring about a close integration between teaching methods and the practical experiences of observation and student teaching. After introductory courses in the nature of today's schools and their students, the prospective secondary teacher enters the student teaching semester. Methods, philosophy, techniques, and practice are combined to provide a thorough preparation for teaching. The student teaching semester is followed by a course in the sociological, philosophical, psychological, and historical foundations of education.

The required courses for all secondary education students are: 5.105, 20.203, 5.381, 5.391, a two hour approved methods course, student teaching in major area, and 5.410.

All secondary education students (prospective secondary and junior high school teachers) must select a major in an area leading to certification by the Maryland State Department of Education. The number of hours and required courses for a major are defined under department headings in this catalogue. The major plus the additional number of electives needed to fulfill the remaining 54 hours will meet degree requirements and Maryland certification requirements.

Students may prepare to teach in English, history, geography, social studies, mathematics, foreign language, biology, chemistry, physics, secondary school science, art, music, physical education, speech and dramatics.

For certification as a JUNIOR HIGH SCHOOL teacher, a student must pursue the same program outlined for the secondary teacher. However, he should elect 5.451 — The Core Program in the Secondary School — if he is planning to teach in an English-Social Studies team or core organization. The student teaching experience will be at the junior high school level.

SECONDARY EDUCATION COURSES

- 5.381 PRINCIPLES OF SECONDARY EDUCATION (3) Philosophy and purpose of secondary education; nature of secondary education programs; principles of teaching and learning; basic elements in planning instruction.
- 5.383 TEACHING SCIENCE IN THE SECONDARY SCHOOL (2) Selection of appropriate content, method and evaluation techniques, analysis of textbooks and resource materials. Open only to students in the student teaching block.
- 5.384 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL (2) Current curriculum trends; materials, methods, and activities in the teaching of social studies, history, geography, and citizenship. Role of social studies in the core. Open only to students in the student teaching block.
- 5.385 MEASUREMENT IN THE SECONDARY SCHOOL (2) Problems in measurement; principles underlying choice of test instruments; survey of test literature; dealing with test data; constitution and interpretation of tests.
- 5.386 TEACHING ENGLISH IN THE SECONDARY SCHOOL (2) Literature and grammar as taught in secondary schools. Open only to students in the student teaching block.
- 5.387 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (2) Aims and purposes of mathematics instruction; examination of courses of study and textbooks; study of conceptual approaches. Open only to students in the student teaching block.
- 5.388 GUIDANCE IN THE PUBLIC SCHOOL—SECONDARY (2) Readings and discussions of the scope and function of a guidance program; the role of the guidance specialist; the function and purpose of counseling; and uses of guidance forms.
- 5.389 TEACHING SPEECH AND DRAMA IN THE SECONDARY SCHOOL (2) Problems, materials, methods, and techniques in specific speech instruction areas; integration of speech and drama in co-curricular school activities. Open only to students in the student teaching block.
- 5.390 STUDENT TEACHING IN THE SECONDARY SCHOOL (10-12) Practical experience in observation, participation, and student teaching in public school situations. Student Teaching is offered in following subject areas:
- | | | | | | |
|----------|----------------------|------|-----------|--------------------------|------|
| 5.390-3S | Art | (6) | 5.390-7S | Music | (6) |
| 5.390-4A | English | (10) | 5.390-8S | Physical Education | (6) |
| 5.390-4B | Speech and Dramatics | (10) | 5.390-9A | Biology | (10) |
| 5.390-5 | Mathematics | (10) | 5.390-9D | Secondary School Science | (10) |
| 5.390-6A | French | (10) | 5.390-10C | Social Studies | (10) |
| 5.390-6B | German | (10) | 5.390-11S | Core Program | (10) |
| 5.390-6C | Spanish | (10) | | | |
- 5.391 LABORATORY IN NEW EDUCATIONAL MEDIA ((1) Experience in operation of multisensory aids to teaching, preparation of teaching aids, and application of television, transparencies tape recordings, programmed learning, and motion pictures to the modern classroom.
- 5.392 TEACHING MUSIC IN THE SECONDARY SCHOOL (3) Current methods and materials used by the music specialist. Open only to students in the student teaching block.
- 5.395 TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL (2) Methods of teaching sports, track and field, stunts, combatives, rhythms, relays, and mass games. Open only to Physical Education majors and other interested students in the student teaching block.
- 5.396 TEACHING ART IN THE SECONDARY SCHOOL (2) Philosophy underlying art education, the function of the art specialist, and instructional materials and skills. Concurrent course with 5.376. Differentiated work according to the teaching level preferred. Open only to students in the student teaching block. Prerequisite: 1.103.
- 5.397 TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL (2) Aims and purposes of foreign language instruction; current curricular trends, including the importance of modern language teaching practices.
Open to juniors or seniors, who plan to teach foreign language, with consent of instructor.

- 5.398 TEACHING READING IN THE SECONDARY SCHOOL (2) Meets four hours per week for eight weeks. General developmental reading skills; identification, diagnosis, and remediation of reading problems; comprehension, vocabulary building, word-study skills.
- 5.398A TEACHING READING IN THE SECONDARY SCHOOL (3) Meets three hours per week for entire semester. Covers in greater depth those topics covered in 5.398.
- 5.451; 5.451a CORE PROGRAM IN THE SECONDARY SCHOOL (2, 3) Philosophy, organization, content, and methods of core teaching.

ADDITIONAL EDUCATION COURSES

- 5.105 INTRODUCTION TO TEACHING (1) The role and scope of public education in American Democracy; the function of the teacher as a professional person; the nature of educational programs at all levels. Activities designed to help students make a choice of specialization.
- 5.315 METHODS AND MATERIALS IN NEW EDUCATIONAL MEDIA (3) Methods of vitalizing learning through the use of pictures, field trips, motion pictures, television, transparencies, records, and programmed learning; location of materials, operation of apparatus, preparation of tools of learning.
- 5.331 HISTORY OF EDUCATION (3) Major developments, personalities, and movements in the evolution of education.
- 5.380 SURVEY OF EDUCATIONAL PROGRAMS (3) Survey of educational programs and services K-12. Combines theoretical aspects of 5.360 Overview of Elementary Education and 5.381 Principles of Secondary Education. Open only to those students in art, music, or physical education whose majors lead directly to certification in elementary and secondary education. Approval must be obtained both from the chairman of the student's major department and from the Director of Teacher Education.
- 5.394 PLAY PRODUCTION FOR THE CLASSROOM TEACHER (2) Procedures of play selection, casting, planning, rehearsals, scenery, lights and publicity. Problems in acting, directing, and design.
- 5.401 CHILDREN'S LITERATURE (3) Examination of children's books; study of content and form.
- 5.402 JUVENILE LITERATURE (3) Adolescent literature apart from textbooks; criteria for this literature; evaluation of content and form.
- 5.403 DIFFERENTIATED STUDENT TEACHING (2-8) Student teaching experiences in addition to those in 5.390, or student teaching in special subject areas, accord to needs and interests of the student. Prerequisite: Consent of the student's area director.
- 5.405 FIELD STUDIES OF THE CHILD AND HIS COMMUNITY (2) Planning and working with groups of children in approved social agencies or making extensive studies of recreational and non-recreational social agencies. Class discussions and field trips.
- 5.406-5.407 GROUP LEADERSHIP (2) Development of skills for counseling the older adolescent. Second semester included application of theory as student assume leadership of a freshman orientation section. 1 hour per week for two semesters. Both semesters must be completed to receive credit. Prerequisite: Student Teaching or concurrently with Student Teaching and consent of instructor.
- 5.410-5.410a FOUNDATIONS OF EDUCATION (2, 3) Sociological, philosophical, psychological and historical foundations of western education. Perspectives in these areas as they relate to current educational issues and practices.
- 5.411 THE JUNIOR HIGH SCHOOL (3) Principles, purposes, functions, and characteristics of the Junior High School, with emphasis upon its organization and curriculum. Prerequisite: 5.381.
- 5.422 SEMINAR IN EARLY CHILDHOOD EDUCATION (3) Survey of pertinent research for program planning in the nursery school, kindergarten and grades 1, 2, and 3. Premises, concepts and methodology in light of teaching experience and current trends. Prerequisite: Student teaching and/or teaching experience in primary grades.

- 5.423 LABORATORY EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3) Implementation and practical application of early childhood education concepts. Direct classroom experience with children. Open only to summer session students not in the Kindergarten-Primary program during the regular college year. Prerequisite: Consent of instructor.
- 5.435 ADVANCED ART EDUCATION (3) Major art education problems at all levels; materials and skills in relation to classroom needs. Participation with children in the developing, planning and carrying through of projects. Prerequisite: 5.371.
- 5.452 PHILOSOPHY OF EDUCATION (3) Philosophic dimensions of the teaching-learning process, as discriminated and discussed by major philosophers and educational philosophers.
- 5.464 RECENT TRENDS IN TEACHING (3) Emerging concepts of teaching and organization for instruction. Prerequisite: Consent of instructor.
- 5.466 CONTEMPORARY ISSUES IN EDUCATION (3) Seminar approach to current issues in education. Prerequisite: 5.390 or senior standing with consent of instructor.
- 5.468 CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL (3) Principles and philosophies of curriculum development; objectives, practices and evaluation trends; the teacher's role. Prerequisite: Consent of the instructor.

GRADUATE COURSES

- 5.505 EDUCATIONAL IDEAS IN HISTORICAL PERSPECTIVE (3) Current trends and issues in education as reflecting and influencing the social, economic, and political forces in our cultural heritage.
- 5.506 INTRODUCTION TO RESEARCH IN EDUCATION (3) Research as a method for solving problems. Contributions of research to education. Prerequisite: Undergraduate course in Tests and Measurements, or Elementary Statistics, or consent of instructor.
- 5.508 SEMINAR IN TEACHING ARITHMETIC (3) Analysis of new topics, techniques, and materials in arithmetic instruction. Prerequisite: 11.204 or consent of instructor.
- 5.509 SEMINAR IN ELEMENTARY SCHOOL SCIENCE (3) Development and evaluation of science programs. Newer trends in elementary science education, a seminar paper, a series of specially designed experiences, or a research project is required of each student. Prerequisite: 17.103, 17.200 and 4 hours of elective science or consent of instructor.
- 5.510 SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES (3) Trends, content, issues, and materials involved in the teaching of social studies. Each student will be expected to explore in depth one aspect of the subject and present his findings to the group.
- 5.526 METHODS AND MATERIALS IN TEACHING READING IN THE ELEMENTARY SCHOOL (3) For teachers-in-service and other professional school personnel who have not had professional courses in reading such as 5.425 or 5.426. Covers trends in methods, materials, and individualized reading designs essential to the organization and administration of a functional reading program. Attention is given to basic principles of development and remedial procedures. Prerequisite: 5.364 and/or consent of instructor.
- 5.540 SEMINAR IN SUPERVISION (3) Role of the supervisor; supervisory practices and techniques. Students may concentrate in areas related to their professional interests. Prerequisite: Consent of instructor.
- 5.542 SEMINAR IN SECONDARY EDUCATION (3) Seminar approach to current practices and trends in secondary curriculum, materials, methods, and organization. Prerequisite: Nine hours of graduate work in the field of education.
- 5.590 MASTER OF EDUCATION THESIS (3) Carefully executed investigation and accurate recording of a specific problem selected with reference to the student's professional goals and resources. Historical, descriptive, experimental, or action research can provide a single or multiple framework within which the student may work. Includes an outline of the proposed thesis submitted for inspection and approval by the Graduate Council, an application of techniques derived from the research course, and the guidance of Research Adviser.

ENGLISH

Professors: BEVINS, CRABTREE, HENRY (Chairman), LEWIS, SARGENT, THEARLE

Associate Professors: GUESS, HANSON, HUGHES, WRIGHT

Assistant Professors: COSLICK, CRAVER, WANTY, WEISS

Instructors: FRANKE, GUTHRIE, JAMES, HILL, LINDQUIST, PRATER

ENGLISH MAJOR

To satisfy the requirements for the major a student must complete 36 semester hours of work in the departmental offerings in language, composition, and literature. This number includes the basic courses prescribed for all college students. The 36 hours will include 6.102-6.103, 6.204-6.205, 6.307, 6.308, and 18 hours elected from the other courses offered by the department. At least 12 of these elective hours should be at the 300 or 400 level, including at least 3 hours at the 400 level.

ENGLISH MINOR

To satisfy the requirements for a minor in English a student must complete 24 semester hours of work in the departmental offerings in language, composition, and literature. This number includes 6.102-6.103, 6.204-6.205, 6.307, 6.308 plus 6 hours in elective courses.

A student who fulfills the requirements for a minor will at the same time meet the accreditation requirements for the teaching of English at the secondary level in the State of Maryland. The English Department urges every major or minor, and especially the prospective teacher, to include courses in advanced grammar, advanced exposition and history and structure of the English language in his program. The English Department also strongly recommends the completion of two years of a foreign language.

ENGLISH COURSES PREREQUISITES

6.102-6.103 are prerequisite to all other English courses. 6.204 is prerequisite to 6.205 and all 300 and 400 numbered courses in literature. 6.205 is required of all students graduating after 1965.

ENGLISH COURSES

- 6.102-6.103 COMPOSITION AND INTRODUCTION TO LITERATURE (3, 3) Review of grammar, writing of compositions, and reading of various forms of literature. Research paper required in second semester.
- 6.204-6.205 ENGLISH LITERATURE (3, 3) First Semester — Chaucer through Blake. Second Semester — Wordsworth through T. S. Eliot.
- 6.210 INTRODUCTION TO FOLKLORE (2) Celtic and other types of folklore which provide a wide and varied background for literature.
- 6.215 THE BALLAD (2) The popular ballad as a literary form: its origin, sources, characteristics, and literary influence.
- 6.224 ELEMENTS OF FICTION (2) Techniques of fiction, with emphasis on the short story.
- 6.225 AMERICAN BIOGRAPHY (2) Critical reading from literary point of view of important American biographies.
- 6.226 CLASSICAL MYTHOLOGY (2) Greek and Roman mythology. Use of mythology in English and American literature.
- 6.233 ELEMENTS OF POETRY (2) Versification and the forms and purposes of poetry.
- 6.303 NON-DRAMATIC ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY (3) Major English non-dramatic literature of the seventeenth century; the approach will be both critical and historical.
- 6.307 AMERICAN LITERATURE (3) Major writers from the Colonial Period to Walt Whitman.
- 6.308 AMERICAN LITERATURE (3) Major writers from Walt Whitman to the present.
- 6.312 HISTORY OF THE DRAMATIC FORM (3) Dramatic form and the cultural forces which influenced it from the ancient Greek period to the Neo-Classic period.
- 6.313 HISTORY OF THE DRAMATIC FORM (3) Dramatic form and the cultural forces which influenced it from the Neo-Classic period to the late nineteenth century.
- 6.315 SHAKESPEARE (COMEDIES) (3) Shakespeare's development as a poet and a dramatist during the period of the comedies and historical plays.
- 6.316 SHAKESPEARE (TRAGEDIES) (3) The great tragedies and the late romantic comedies of Shakespeare.
- 6.319 CONTEMPORARY NOVEL (3) The work of the important twentieth century novelists.
- 6.320 CONTEMPORARY NOVEL (3) Work of the important twentieth century novelists.
- 6.321 CONTEMPORARY DRAMA (3) Critical reading of plays of the late nineteenth century and the twentieth century.
- 6.323 THE DEVELOPMENT OF THE AMERICAN NOVEL (3) History and development of the American novel from the beginning to 1900.
- 6.324 THE DEVELOPMENT OF THE ENGLISH DRAMA (3) History and development of English drama from the Middle Ages to the nineteenth century.
- 6.328 HISTORY AND LITERATURE OF THE OLD TESTAMENT (3) The chief books of the Old Testament and the Apocrypha studied from a literary and historical point of view.



- 5.331 ADVANCED EXPOSITION AND LITERARY RESEARCH (3) Study of expository style, with practice in criticism, analysis, and literary research.
- 5.332 ADVANCED GRAMMAR (2) English grammar, usage and sentence structure on an advanced level.
- 5.333 READINGS IN WORLD LITERATURE (3) European writings in translation from the time of Homer to the Renaissance.
- 5.334 READINGS IN WORLD LITERATURE (3) European writings in translation from the Renaissance to 1900.
- 5.335 LITERATURE OF THE ENGLISH ROMANTIC PERIOD (3) Major writers, social and political background, important literary ideas, and criticism.
- 5.337 LITERATURE OF THE ENGLISH VICTORIAN PERIOD (3) Major writers, social and political background, important literary ideas, and criticism.
- 5.340 MEDIEVAL LITERATURE (3) English literature during the Middle Ages.
- 5.345 EIGHTEENTH CENTURY ENGLISH PROSE AND POETRY (3) Major eighteenth century English poetry and prose; the approach will be both critical and historical. The novel will not be studied in this course.
- 5.347 MODERN AMERICAN NOVEL (2) The American novel from 1900 to the present.
- 5.383 IMAGINATIVE WRITING (3) The art of imaginative expression. Writing of articles, and short stories and the other creative forms. Prerequisite: Consent of the instructor.

- 6.384 NEWSWRITING (3) Introduction to the mass media and instruction in rudiments of reporting. Prerequisite: 6.102-6.103, only.
- 6.385 FEATURE WRITING (3) Preparation of long and short articles, editorials and news features.
- 6.386 PUBLIC OPINION AND THE PRESS (2) Journalistic aspects of public opinion and propaganda, and the impact of the mass communications media on the information of public opinion. Techniques of polling and testing public opinion.
- 6.405 LITERARY CRITICISM (3) History and principles of literary criticism. Prerequisite: Consent of the instructor.
- 6.422 DEVELOPMENT OF THE ENGLISH NOVEL I (3) History and development of the English novel through the eighteenth century. Prerequisite: Six hours of literature beyond the freshman year.
- 6.423 DEVELOPMENT OF THE ENGLISH NOVEL II (3) History and development of the English novel through the eighteenth century. Prerequisite: Six hours of literature beyond the freshman year.
- 6.424 THE ENGLISH RENAISSANCE (3) Non-dramatic literature of the Elizabethan period.
- 6.430 HISTORY OF THE ENGLISH LANGUAGE (3) Changes and reasons for the changes in grammar, sound, and vocabulary of the language, from Old English to modern times. Prerequisite: Six hours of literature beyond the freshman year.
- 6.431 STRUCTURE OF THE ENGLISH LANGUAGE (3) A linguistic approach to sounds, forms, syntax, and usage.
- 6.440, 6.441 SEMINAR IN ENGLISH STUDIES (3, 3) Thorough study of one major area of English or American literature (author, period, movement, etc.) not available through other electives. Area covered will vary from semester to semester. Emphasis on research and scholarly writing, with extensive research paper required. Available for graduate credit. Open only to seniors and, with consent of the instructor, to juniors having an exceptionally strong background in English. May be taken one or two semesters. Prerequisite: 6.102-6.103, 6.204-6.205 and at least 6 semester hours in English electives above the 200 level. Consent of instructor.

HEALTH

Professor: BIZE (Chairman)

Assistant Professors: BLEUL, HARRIS, REITENBACH

The health education courses deal with the basic needs of the human organism for health growth and development, and stress the responsibility of the individual for maintaining his own health and contributing to that of others.

- 8.115. FIRST AID (1) Designed for people who may be called upon to give first aid care in the course of their daily activities. Course content of the American Red Cross Standard and Advanced First Aid courses is included. Red Cross Advanced First Aid certificates awarded.
- 8.205 CURRENT HEALTH PROBLEMS (2) Selected individual and community health problems.
- 8.310 PRINCIPLES AND PRACTICES IN PUBLIC HEALTH (3) Principles and practices in the field of public health, and the organization and administration of various agencies. Major public health problems.
- 8.360 FIRST AID INSTRUCTORS (1) American Red Cross First Aid course for instructors' certification.
- 8.405; 8.405a SCHOOL HEALTH MATERIALS (2, 3) Materials for the teaching of health, the place of health in the school program, and coordination of the work of teachers and school health services. Techniques for encouraging desirable health habits and for observing the health of the child in the classroom. Prerequisite: 8.205.

MATHEMATICS

Professor: VOLPEL

Associate Professors: ARCHER, HASTE, McALLISTER, ZIPP (Chairman)

Assistant Professors: BECKEY, ZIMMERMAN

Instructors: JEFFERS, RIGGLEMAN

The mathematics curriculum provides opportunities for students to deepen and strengthen their understanding of the basic concepts of mathematics, to study the application of mathematics, to survey the role of mathematics in the development of civilization, and to profit from the discipline it develops.

MATHEMATICS MAJOR

A major in mathematics prepares a student for teaching secondary school mathematics, for graduate work in mathematics, and for fields requiring a mathematically-trained mind. Thirty-three credit hours of mathematics are required, including 11.111, 11.112, 11.113, 11.206, 11.223-11.224. The course in College Algebra may be waived by students who demonstrate proficiency in this area. Students majoring in mathematics must also complete 17.211-17.212 preferably in the sophomore year. The year of college physics, 17.211-17.212, plus Fundamentals of Biology, 17.103, will satisfy the science requirements for graduation.

MATHEMATICS MINOR

A minor in mathematics enables a student to meet the subject-matter requirements for a high school teacher's certificate to teach mathematics. The minor consists of 24 credits including 11.111, 11.112, 11.113, 11.223, 11.224 and either 11.204 or 11.206.

MATHEMATICS COURSES

- 11.110 INTERMEDIATE ALGEBRA (3) Function concept, equations of high order, graphs of equalities and inequalities, exponents and radicals, logarithms and problem-solving situations. (Will not count toward a major in mathematics.) Prerequisite: One year of high school algebra.
- 11.111 COLLEGE ALGEBRA (3) Basic algebraic principles, concepts, and skills. Includes elementary theory of equations, variation, progressions, probability, and determinants. Prerequisite: 11.110 or two years of high school algebra. In addition a satisfactory score must be made on a placement test.
- 11.112 TRIGONOMETRY (3) Trigonometric functions, identities, equations, inverse functions, graphs, solution of triangles, and logarithms. Prerequisite: Plane geometry and 11.111 (11.111 may be taken concurrently with 11.112).
- 11.113 ANALYTIC GEOMETRY (3) Geometry of the straight line, circle, conics, and certain higher plane curves, transformation of axes, polar coordinates, parametric equations, polar equations. Prerequisites: Plane geometry, 11.111 and 11.112 (11.112 may be taken concurrently with 11.113).
- 11.201 ELEMENTS OF MATHEMATICS (3) Logic and proof, algebraic properties of number systems, functional relationships; geometric systems. Not open to mathematics majors. Prerequisites: One year each of high school algebra and geometry.
- 11.204 FUNDAMENTAL CONCEPTS OF ARITHMETIC (3) Origins of numbers, structure of a positional number system, principles underlying the fundamental operations, and computations with approximate numbers.
- 11.205 GENERAL COLLEGE MATHEMATICS (3) Elements of algebra, basic geometry, graphs, applications of per cent, proportion and variation, right triangle relationships, logarithms, elementary statistics, and new topics in mathematics. (Will not count toward a major in mathematics.) 11.111 may be substituted for 11.205. Prerequisite: 11.204.
- 11.206 FUNDAMENTALS OF MATHEMATICS (3) Evolution of the number system, functions, and mathematical induction. Prerequisite: 11.111.
- 11.210 BASIC STATISTICS (3) Frequency distributions, a symbolic representation of data, percentiles, index numbers, measures of central tendency and variability, standard scores, sampling theory, normal curve, tests of hypotheses, predictions, linear regression, and correlations. Will not count toward mathematics major.
- 11.211 MATHEMATICS OF FINANCE (3) Compound interest and discount, amortization, sinking funds, annuities, and elements of insurance. Prerequisite: 11.111.
- 11.223-11.224 CALCULUS, DIFFERENTIAL AND INTEGRAL (3, 3) Functions and limits, differentiation of algebraic functions, differentiation of transcendental functions, indefinite and definite integrals, integration, Taylor's formula, and applications. Prerequisite: 11.113.
- 11.301 STATISTICS AND PROBABILITY I (3) Measures of central tendency, variability, index numbers, regression and correlations, time series analysis, sampling distributions and theory, tests of significance and confidence limits, tests of hypotheses. Prerequisite: 11.113.
- 11.302 STATISTICS AND PROBABILITY II (3) Probability in sample spaces, random variables, discrete, continuous, and joint distributions. Bayesian inference, Chebyshev's Theorem, Central Limit Theorem. Prerequisite: 11.301.
- 11.328 ELEMENTARY GEOMETRY FROM AN ADVANCED STANDPOINT (3) Plane and space geometry, advanced Euclidean geometry, hyperbolic geometry, postulational method, isometrics, geometric inequalities, and incidence theorems. Prerequisite: 11.113
- 11.331 COLLEGE GEOMETRY (3) Advanced Euclidean geometry including loci, pedal triangles, harmonic ranges, quadrangles, cyclic quadrilaterals, poles and polars, and inversion. Prerequisite: 11.223.
- 11.333 THEORY OF EQUATIONS (3) Complex numbers, properties of polynomials, cubic and quartic equations, algebraic criteria for curve-sketching, determinants, and solution of systems of linear equivalents. Prerequisite: 11.223.

- 11.335 INTERMEDIATE CALCULUS (3) Further study of limits, continuity, infinite series, partial derivatives, and multiple integrals. Prerequisite: 11.224.
- 11.339 LINEAR ALGEBRA (3) Matrix theory, linear transformations, and vector algebra. Prerequisite: 11.224.
- 11.431 CONCEPTS OF MODERN MATHEMATICS (3) Sets, groups, rings, fields, inequalities, modular arithmetic, and related topics. Deductive proofs are stressed. Prerequisite: 11.223
- 11.433 ABSTRACT ALGEBRA (3) Postulational treatment of algebraic systems including Peano's axioms and the evolution of the systems of integers, rational numbers, and real numbers from the natural number system. Prerequisite: 11.206
- 11.437 DIFFERENTIAL EQUATION (3) Solutions of ordinary and partial differential equations. Prerequisite: 11.335.
- 11.440 NUMERICAL ANALYSIS (3) Error analysis, interpolation, numerical solution of algebraic equations and systems of algebraic equations, numerical integration and differentiation. Illustration and use of computer languages. Prerequisites: 11.224 and either 11.333 or consent of instructor.
- 11.445. ADVANCED CALCULUS (3) The real number system; metric spaces; Heine-Borel theorem; Weierstrass limit theorem; continuous functions; sequences and series of functions; Riemann-Stieltjes integral; introduction to Lebesgue theory. Prerequisite: 11.335.
- 11.480 READINGS IN MATHEMATICS EDUCATION (2-3) Directed study for the teacher of secondary school mathematics.

Descriptions for the following mathematics education courses will be found under course list of the Education Department.

- 5.335 Teaching Arithmetic in Kindergarten and Primary Grades
- 5.363 Teaching Arithmetic in Elementary School.
- 5.387 Teaching Mathematics in the Secondary School.
- 5.508 Seminar in Teaching Arithmetic.





MODERN LANGUAGES

Associate Professor: VIDAL-LLECHA

Assistant Professors: HAUPT, MAGILL (Chairman), TANGUY, VON SCHWERDTNER

The purposes of the Modern Language Department are to offer language electives to all students of the college, to offer the requirements for the teaching of a modern foreign language, and to offer a major or minor in French, German, and Spanish to students interested in acquiring reading comprehension and ability to converse with intelligibility in one or more of these languages.

LANGUAGE MAJOR

A major consists of a minimum of 24 credit hours beyond the intermediate level in the major language. Majors in each of the languages now offered consist of the following:

French: Intermediate level or the equivalent; and 12.351, 12.352, 12.353, 12.354, 12.355, 12.356, and 12 hours of credits in other French courses on the 300 or 400 level.

German: Intermediate level or the equivalent; and 12.311, 12.312, 12.313I, 12.313II, 12.314I, 12.314II, and 12 hours of credit in other German courses on the 300 or 400 level.

Spanish: Intermediate level or the equivalent; and 12.331, 12.332, 12.333I, 12.333II, 12.334I, 12.334II, and 12 hours of credit in other Spanish courses on the 300 or 400 level.

LANGUAGE MINOR

A minor consists of the teaching certificate requirements of the Maryland State Department of Education. These are either (a) 24 hours of college credit in the particular language, or (b) 18 hours if two or more years were absolved in a secondary school after the ninth grade. In addition, Education 5.397 is required of teacher candidates.

POLICIES CONCERNING LANGUAGE

The second semester of an elementary or intermediate language course must be completed successfully before credit is granted for the first semester's work.

The completion of the intermediate level, or its equivalent, is required of all candidates for the Bachelor of Arts degree. The intermediate level may be met by (a) completing two or more years of the language in high school plus the intermediate level course in college, (b) completing the elementary and intermediate level course in the language in college, (c) successfully completing an equivalence examination administered by the Language Department at Towson State College.

Students who present two or more years of a language from high school and wish to continue in that language are normally placed in the intermediate course in college, since the college elementary course would be a repetition of the work already taken in high school, these students may not receive college credit for the elementary course without permission from the department. Qualified students may enroll in the advanced courses (300 level) as a result of placement tests. These placement tests, administered by the Towson State College Language Department, should be taken prior to the student's first registration in the college.

FRENCH COURSES

- 12.151-12.152 FRENCH: ELEMENTS (3,3) A thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation (formerly 12.101-12.102).
- 12.251-12.252 FRENCH: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings (formerly 12.201-12.202). Prerequisite: 12.151 and 12.152 or equivalent.
- 12.356, 12.357 HISTORY OF FRENCH LITERATURE (3,3) French literature from the Chanson de Roland to the present, with collateral readings (formerly 12.301, 12.302).
- 12.351, 12.352 ADVANCED FRENCH CONVERSATION (2,2) Conversation beyond the intermediate level, usually taken in conjunction with 12.353 and 12.354 (formerly 12.303I, 12.303II).
- 12.353, 12.354 ADVANCED FRENCH COMPOSITION (1,1) Composition beyond the intermediate level, usually taken in conjunction with 12.351, 12.352 (formerly 12.304I, 12.304II).
- 12.361 FRENCH NOVEL (3) Emphasis on Balzac, Hugo, and at least one twentieth century novelist (formerly 12.305).
- 12.362 FRENCH SHORT STORY (3) Emphasis on the realists and some of the more recent authors (formerly 12.306).
- 12.452 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY (3) Principal works of the major writers in poetry, drama, philosophy, criticism, and the novel, to about 1660 (formerly 12.403).
- 12.453 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY (3) Continuation of 12.403 from 1660 to 1700 (formerly 12.404).
- 12.454 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY (3) Principal works of the major writers with the concurrent literary and philosophical trends (formerly 12.405).

- 12.468 DIRECTED READING IN FRENCH LITERATURE (3) Reserved for superior students under the guidance of a departmental adviser (formerly 12.408).
- 12.469 DIRECTED READING IN FRENCH (3) Similar to 12.468 with concentration on a different subject matter (formerly 12.409).

GERMAN COURSES

- 12.111-12.112 GERMAN: ELEMENTS (3,3) Thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation.
- 12.211-12.212 GERMAN: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.
Prerequisite: 12.111 and 12.112 or equivalent.
- 12.311-12.312 HISTORY OF GERMAN LITERATURE (3,3) German literature from the Nibelungenlied to the present, with collateral readings.
- 12.313I, 12.313II ADVANCED GERMAN CONVERSATION (2,2) Conversation beyond the intermediate level, usually taken in conjunction with 12.314I, 12.314II.
- 12.314I, 12.314II ADVANCED GERMAN COMPOSITION (1,1) Composition beyond the intermediate level, usually taken in conjunction with 12.313I, 12.313II.
- 12.315 GERMAN NOVEL (3) Readings mainly from novelists writing from 1870 to 1930.
- 12.316 GERMAN SHORT STORY (3) The short story in German-speaking lands; readings from Keller to the present.
- 12.317 GERMAN DRAMA (3) Readings mainly from plays since 1850.
- 12.318 GERMAN POETRY (3) German poetry from Walther von der Vogelweide.
- 12.411 GOETHE'S FAUST (3) Particularly Part I of this unique work; a survey of the Faust Theme in both literature and music; some essential attention to Part II.
- 12.412 THE PERIOD OF GOETHE AND SCHILLER (3) The "Golden" or "Classical" age of German literature; some emphasis on the poetry of the two principals and on the drama of Schiller.
- 12.428 DIRECTED READING IN GERMAN LITERATURE (3) Reserved for superior students under the guidance of a departmental adviser.
- 12.429 DIRECTED READING IN GERMAN (3) Similar to 12.428 with concentration on a different subject matter.

SPANISH COURSES

- 12.131-12.132 SPANISH: ELEMENTS (3,3) Thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation.
- 12.231-12.232 SPANISH: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: 12.131 and 12.132 or equivalent.
- 12.331, 12.332 HISTORY OF SPANISH LITERATURE (3,3) Spanish and Spanish-American literature, with collateral readings.
- 12.333I, 12.333II ADVANCED SPANISH CONVERSATION (2,2) Conversation beyond the intermediate level, usually taken in conjunction with 12.334I, 12.334II.
- 12.334I, 12.334II ADVANCED SPANISH COMPOSITION (1,1) Composition beyond the intermediate level, usually taken in conjunction with 12.333I, 12.333II.
- 12.335 SPANISH NOVEL (3) The Spanish Novel, mainly as written after the middle of the nineteenth century, with some attention to earlier periods.

- 12.336 SPANISH SHORT STORY (3) The short story in Spain and Spanish America with emphasis on twentieth century authors.
- 12.337 SPANISH DRAMA (3) The drama in Spain, with collateral readings.
- 12.338 SPANISH POETRY (3) Readings principally of poetry written after 1880, both Spanish and Spanish-American, with emphasis on Ruben Dario.
- 12.431 THE GOLDEN AGE IN SPANISH LITERATURE (3) Principal attention to Cervantes, Tirso de Molina, Lope de Vega, and Ruiz de Alarcon; Gongora and his role.
- 12.432 SPANISH-AMERICAN LITERATURE OF THE LAST HUNDRED YEARS (3) Writers such as Ricardo Palma, Amado Nervo, Gabriela Mistral, and Ruben Dario, with some special emphasis on the latter.
- 12.448 DIRECTED READING IN SPANISH LITERATURE (3) Reserved for superior students under the guidance of a departmental adviser.
- 12.449 DIRECTED READING IN SPANISH (3) Similar to 12.448 with concentration on a different subject matter.



MUSIC

Associate Professors: BOLLINGER, COULANGE, DURO, HASLUP (Chairman)

Assistant Professors: ALPER, BRUNGARDT

Instructors: CODY, MYERS, ROBERTS, REYES

The Music Department serves both music majors and general students, and its curriculum includes all important phases of music study. For the non-major, or general student, the purpose of our offerings is to give opportunities for enrichment of cultural background and creative expression; and for the music major, the purpose is to give professional training so that he will attain a high standard of artistic performance, be prepared to teach, and be a qualified leader in his chosen field. Ample opportunity is given for participation in organizations and ensembles, providing valuable experience and contributing to the cultural life of the college and community.

Non-majors may elect any music courses for which they have the prerequisites. Private lessons in music and participation in musical organizations are open to all interested students. There is an additional fee for private lessons and registration for applied music should be made with the consent of the Music Department faculty involved.

MUSIC MAJOR

Students who wish to major in music should have a preliminary conference with the chairman of the department, at which time they will discuss their qualifications for specialization in this field. Transfer students should consult with their major adviser and plan curriculum patterns during their first semester at the college.

Required Music Courses are: 13.150-13.151, 13.250-13.251, 13.350-13.351, 13.450-13.451 (Minimum of 7 hours), 13.205-13.206, 13.209-13.210 or 13.217-13.218, 13.211-13.212 or 13.215-13.216, or 13.240-13.241, 13.220-13.221, 13.222, 13.223, 13.224, 13.225, 13.226, 13.230-13.231 or 13.232-13.233 or 13.234-13.235, 13.242-13.243, 13.316, 13.317, 13.318-13.319, 13.324, 13.328-13.329, 13.400.

MUSIC EDUCATION MAJOR

A major in Music Education is offered by the Music Department. This is a four-year course offered for students who wish to prepare for teaching music, for graduate study, or other work of a professional nature. In addition to meeting the requirements for a music major the Music Education majors will be required to take the following education courses: 5.105, 5.372, 5.380, 5.392, 5.390-7E, 5.390-7S, 5.410. State requirements are met both in education and music, and certification is given from the kindergarten through the twelfth grade.

MUSIC COURSES

- 13.103 INTRODUCTION TO MUSIC LITERATURE (2) Study of music literature to acquaint the student with music through class discussions and listening. Required of all students except music majors.
- 13.150, 13.151 PRIVATE LESSONS (1,1) Private lessons in piano, voice, orchestral instruments. Fee of \$40.00 per semester. One half-hour lesson per week.
- 13.203 MUSIC FUNDAMENTALS (2) Basic music skills and experience in the use of music instruments for prospective kindergarten and elementary teachers.
- 13.205-13.206 CLASS VOICE (1,1) Class instruction in singing, with emphasis upon basic singing techniques and voice production through the use of song material.
- 13.209, 13.210 WOMEN'S GLEE CLUB (1,1) Study and performance of advanced choral literature, required of all students majoring in vocal music. Admission by audition with the director.
- 13.211, 13.212 CONCERT CHORAL SOCIETY (1,1) Study and performance of advanced choral literature, required of all students majoring in vocal music. Admission by audition with the director.
- 13.213, 13.214 VOCAL ENSEMBLE (1,1) Small group study and performance of advanced choral literature. Admission by audition only.
- 13.215, 13.216 ORCHESTRA (1,1) Study and performance of orchestral literature. Open to all students with audition.
- 13.217, 13.218 MEN'S GLEE CLUB (1,1) Study and performance of choral literature written and arranged for male voices. Admission by audition with the director.
- 13.220, 13.221 STRING CLASS (1,1) Class instruction in string instruments.
- 13.222 BRASS CLASS (1) Class instruction in brass instruments.
- 13.223 WOODWIND CLASS (1) Class instruction in woodwind instruments.
- 13.224 PERCUSSION CLASS (1) Class instruction in percussion instruments.
- 13.225-13.226 SIGHT SINGING AND EAR TRAINING (3,3) Aural perception of pitch and rhythm through music dictation and vocal sight-reading.
- 13.230, 13.231 STRING ENSEMBLE (1,1) Study and performance of advanced string literature, required of all students concentrating in string instruments, with admission by audition with the director.
- 13.232, 13.233 BRASS ENSEMBLE (1,1) Study and performance of advanced brass literature, required of all students majoring in brass instruments. By permission of the director.
- 13.234, 13.235 WOODWIND ENSEMBLE (1,1) Study and performance of advanced woodwind literature, required of all students majoring in woodwind instruments, with admission by audition with the director.

- 13.240, 13.241 **BAND (1,1)** Study and performance of band literature. Open to all students by audition.
- 13.242, 13.243 **CLASS PIANO (1,1)** Class instruction in piano playing, with one hour daily practice in preparation required. Open to beginning students and students with a minimum of piano work, by permission of the instructor.
- 13.244 **SURVEY OF OPERA (2)** Study of opera literature of various periods and styles.
- 13.245 **SYMPHONIC LITERATURE (2)** Orchestral music from the baroque to the present. The concerto, symphony, overture and other orchestral forms are examined. Prerequisite: 13.103.
- 13.250, 13.251 **PRIVATE LESSONS (1,1)** See information on courses 13.150, 13.151.
- 13.307 **TWENTIETH CENTURY MUSIC (2)** Music of outstanding composers in the 20th century.
- 13.313 **AMERICAN MUSIC (2)** American music from the colonial period to the present.
- 13.316 **CHORAL CONDUCTING (2)** Group instruction in basic conducting techniques and interpretation with relation to choral organizations. Prerequisite: 13.203.
- 13.317 **INSTRUMENTAL CONDUCTING (2)** Group instruction in basic conducting techniques and interpretation with relation to instrumental organizations. Prerequisite: 13.203.
- 13.318-13.319 **HARMONY (3,3)** Study and application of harmonic practices through written and keyboard activity. Prerequisite: 13.203.
- 13.324 **CHORAL AND INSTRUMENTAL ARRANGING (3)** Composition and arranging techniques for voices and instruments.
- 13.325 **FORM AND ANALYSIS (2)** Study and analysis of vocal and instrumental literature. Prerequisites: 13.318-13.319 and 13.324.
- 13.328, 13.329 **HISTORY OF MUSIC (3,3)** Development of music in the western world through discussion, performance and recording. First semester includes music to the end of the eighteenth century; second semester covers music from the eighteenth century to the present.
- 13.350, 13.351 **PRIVATE LESSONS (1,1)** See information on Courses 13.150, 13.151.
- 13.400 **CHORAL-INSTRUMENTAL ORGANIZATION AND ADMINISTRATION (1)** Seminar discussion of the problems of organization and administration of Music Education.
- 13.408 **HISTORY OF WESTERN MUSIC (3)** Development of music forms and styles influenced by the social, economic and political forces in our cultural heritage.
- 13.450-13.451 **PRIVATE LESSONS (1,1)** See information on Courses 13.150-13.151.
- 13.480-1 **INSTRUMENTAL WORKSHOP: BAND (2)** Reading of new band publications. To give the band director an opportunity to hear new publications for band, and to serve as a conducting laboratory for students and directors.

Descriptions for the following Music Education courses will be found under the Education Department listings:

- 5.372 **MUSIC IN THE ELEMENTARY SCHOOL**
- 5.390-7E **STUDENT TEACHING IN ELEMENTARY SCHOOL MUSIC**
- 5.390-7S **STUDENT TEACHING IN SECONDARY SCHOOL MUSIC**
- 5.392 **MUSIC IN THE SECONDARY SCHOOL**
- 5.430 **MUSIC IN THE ELEMENTARY SCHOOL — ADVANCED**



PHILOSOPHY AND RELIGION

Professor: EBERHARDT

The purpose of courses in Philosophy and Religion is to awaken and understanding and appreciation for the great cultural traditions, heritages and ideas of mankind, especially of the western world. The attitude which informs all offerings in this area is scholarly, never sectarian or dogmatic. The orientation of these courses is toward a fuller, humanistic context.

No major is offered in Philosophy and Religion at the present time. Courses are open as electives to all students.

PHILOSOPHY AND RELIGION COURSES

- 15.302 RELIGION IN CONTEMPORARY AMERICA (3) Ideas, forms of organization and emphasis on Protestantism, Catholicism, and Judaism; trends in religious thought as related to American culture.
- 15.303 INTRODUCTION TO LOGIC (3) Scope and limits of human knowledge. Aristotle's influence is examined. Nature of syllogism, of inductive and deductive reasoning, and of logical structure is examined. Symbolic logic, semantics, and language analysis are briefly introduced. The importance of form and clarity of meaning is stressed.
- 15.304 PHILOSOPHY OF RELIGION (3) Exposition of various approaches to the philosophy of religion with an analysis of the major issues on which they differ and agree.
- 15.306 PHILOSOPHY OF BIBLICAL LITERATURE — OLD TESTAMENT (3)
- 15.307 PHILOSOPHY OF BIBLICAL LITERATURE — NEW TESTAMENT (3) Major themes of the Biblical Literature, and of its religious, philosophical and cultural implications.
- 15.310 THE HELLENISTIC ERA (3) Three significant phases of the preparation of the Mediterranean world for the Hebraic-Hellenic synthesis: (1) Post-captivity Judaism, (2) Hellenism, and (3) the Roman conquest. Contribution of archaeology will be indicated.
- 15.402 COMPARATIVE RELIGIONS — ANCIENT AND WORLDWIDE (3) Religions of primitive and civilized peoples including an historical and comparative study of the great religions of the world, both ancient and modern.
- 15.405 HISTORY OF WESTERN PHILOSOPHY — ANCIENT AND MEDIEVAL (3) Issues and movements in philosophy in the light of representative thinkers of the major schools of thought, and a consideration of their significance. A critical examination of influential works.
- 15.406 HISTORY OF WESTERN PHILOSOPHY — RENAISSANCE AND MODERN (3) Examination of Descartes' Meditations as a base for seeing the impact of Mathematical and Scientific thinking in modern Western societies, and the institutional and value changes emerging from his impact. Secondly, it will examine four existential thinkers (e.g. Kierkegaard, Nietzsche, Camus, Tillich) search for individual values and freedom in our Scientific Age.



PHYSICAL EDUCATION

Professors: BIZE (Chairman), MINNEGAN

Associate Professor: KILLIAN

Assistant Professors: BLEUL, CONARD, FAGELLA, HARRIS, MELVILLE, ROACH, SACHS, VER KRUZEN

Instructors: MARSHALL, OVERLY, RIORDAN, WALTERS

The program of physical education is planned to provide the student with an opportunity to acquire the skills and an understanding of selected physical activities. Emphasis is placed on the development of sufficient competence to promote satisfaction and enjoyment in sports and recreational activities.

PHYSICAL EDUCATION MAJOR

Students may select a major in physical education. The purpose of the major is to prepare competent teachers of physical education for the public schools of Maryland. A planned sequence of courses is designed to provide the student with skills and leadership experiences needed to direct a balanced program in class, intramural, varsity or extra-mural activities. Provision is made to prepare for the elementary and secondary level.

Thirty-five hours are required for the major: 16.110, 16.112, 16.113, 16.210, 16.212, 16.213, 16.312, 16.313, 16.330, 16.350 (Men), 16.340, 16.380, 16.390, 16.400-16.401, 16.430 (Women), 5.373, 5.395, 5.390-8E and 5.390-8S.

Health education courses required for the major are: 8.115, 8.205, 8.360, 8.405. In addition to 17.103 and 17.200, 17.209-17.210 is required for the major. Students may elect additional courses in physical education.

PHYSICAL EDUCATION COURSES

16.101-16.102 PHYSICAL EDUCATION (1,1) An introduction to physical education for the non-professional student. A systematic approach to the development of individual skills at various levels. Provides basic information in how to acquire and to maintain fitness through the medium of physical activity. Each student is expected to have an experience in (1) Team Sports, (2) Individual Sports, (3) Rhythms, and (4) a Conditioning Activity. Required of all students except Physical Education majors who substitute Professional Laboratory Skills.

- 16.110 OVERVIEW OF PHYSICAL EDUCATION (2) Brief history of physical education, the place of physical education in education today, leadership qualities and leaders in the field, professional ethics and standards, professional organizations (their purpose and function), and an introduction to professional literature.
- 16.112, 16.113 PROFESSIONAL LABORATORY SKILLS (1,1) Knowledge, understanding and personal skill in the basic activities appropriate for a teacher of physical education. For Physical Education majors. See also 16.212, 16.213, 16.312, 16.313. (16.112-16.113 replaces 16.101-16.102 for Physical Education majors.)
- 16.201-16.202 PHYSICAL EDUCATION (1,1) Practice in the skills and activities that contribute to the elementary classroom teacher's understanding of the child.
- 16.210 CURRICULUM IN PHYSICAL EDUCATION (3) Aims and objectives in physical education and analysis of outstanding programs in the state and nation. Development of programs appropriate to various age levels and consideration of progression within activities. Organization, administration, and evaluation of a physical education program.
- 16.212, 16.213 PROFESSIONAL LABORATORY SKILLS (1,1) (See 16.112, 16.113)
- 16.220 CAMP LEADERSHIP (2) Educational objectives, program, responsibilities and qualifications of a camp counselor; facilities, and standards of organized camping.
- 16.310 RECREATION (3) Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping and playground activities. Visits to recreation centers. Specialists in story telling, crafts, recreational singing, playground, and club work give part of the course. Participation in some organized recreation with children.
- 16.312, 16.313 PROFESSIONAL LABORATORY SKILLS (1,1) (See 16.112, 16.113)
- 16.320 SCHOOL CAMPING AND OUTDOOR EDUCATION (2) Aims, organization, administration, and program of the school camp.
- 16.325 ADVANCED MODERN DANCE (2) Approaches to composition; dance accompaniment; opportunities for teaching modern dance. Prerequisite: Beginning Modern Dance (included in Professional Laboratory Skills). See 16.112, 16.113 for description.
- 16.330 KINESIOLOGY (3) Mechanical and anatomical analysis of movement in relation to human performance. Prerequisite: 17.209-17.210.
- 16.340 PHYSIOLOGY OF EXERCISE (2) Application of principles of physiology to large muscle activity, with special emphasis on the interrelations of muscular, nervous, circulatory, and respiratory functions during exercise. Prerequisite: 17.209-17.210.
- 16.350 COACHING AND OFFICIATING (MEN) (2) Fundamentals, tactics, strategy, ethics, and other factors in coaching sports.
- 5.373 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2) Observation and participation at the Lida Lee Tall School. Time is devoted to planning, preparation and presentation. Prerequisite: 16.101-16.102, 16.201-16.202 or 16.112, 16.113, 16.212, 16.213 (Also listed as 5.373).
- 16.380 TESTS AND MEASUREMENT IN PHYSICAL EDUCATION (2) Background for development of measurement programs in physical education; elementary statistical procedures; interpretation of data; selection and administration of tests measuring fitness, motor ability, and sports skills applicable to various grade and age levels.
- 16.385 CARE AND PREVENTION OF ATHLETIC INJURIES (2) Theoretical and practical methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities.
- 16.390 ORGANIZATION AND ADMINISTRATION (3) Investigation of policies and procedures in the organization and administration of physical education. Areas covered include facilities, equipment, budget, scheduling, special events, records, awards.

- 5.395 **PHYSICAL EDUCATION IN THE SECONDARY SCHOOL (2)** Methods of teaching sports, track and field, stunts, combatives, rhythms, relays, and mass games.
- 16.400-16.401 **PRINCIPLES AND PROBLEMS OF PHYSICAL EDUCATION (2,2)** The scientific foundation of physical education and current problems in the fields of physical education.
- 16.420 **PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOLS (3)** Aims of the physical education program, appropriate outcomes for different age levels and the selection and use of materials that contribute to the accomplishment of these objectives. Prerequisite: 16.101-16.102, 16.201-16.202, or 16.112, 16.113, 16.212, 16.213.
- 16.430 **ADAPTIVE PHYSICAL EDUCATION (2)** Recognition of pupils with physical deviations, and use of special or modified physical education activities.





PSYCHOLOGY

Professors: MOSER, NEULANDER, SAXTON

Associate Professors: AMMEN, CASSATT (Coordinator)

Assistant Professor: SIEGEL

Instructors: PALLESEN, MURRAY

The psychology programs are designed to promote growth in the understanding and prediction of human behavior. A student may elect a major or minor in psychology. The purpose of both programs is to provide a planned selection of elective courses beyond basic requirements. The following programs would be designed to provide for individual needs and interest: (1) A program for students with an interest in psychology that is primarily cultural; (2) A program oriented toward graduate work in guidance; (3) A program oriented toward graduate work in psychology; (4) A program for students whose primary interest is in teaching; and (5) A program for students who wish to eventually enter areas of special education.

PSYCHOLOGY MAJOR

The requirements for the major in psychology are 20.201, 20.202, and 20.203 or 20.204, and 11.210, along with an approved program of 19 additional hours of elective courses in psychology.

PSYCHOLOGY MINOR

The requirements for the minor in psychology are 20.201, 20.202, and 20.203 or 20.204, and 11.210, along with an approved program of 11 additional hours of elective courses in psychology.

PSYCHOLOGY COURSES

- 20.090 CLINICAL READING (0) Program of remedial and developmental reading skills provided for new students whose college entrance test scores indicate a special need for such services.
- 20.201 GENERAL PSYCHOLOGY Problems, methods, facts and principles of psychology. General principles of psychological development; learning; remembering and thinking; motivation; perception; feeling and emotion; measurement of individual differences and adjustment.

- 20.202 EXPERIMENTAL PSYCHOLOGY Research methodology and simple experimentation illustrating the subject matter of general psychology and human growth and development and the use of the experimental method. Demonstrations and experiments in learning, sensory experience, feeling and emotion, individual differences, motivation. Prerequisite: 20.201, 11.210.
- 20.203 HUMAN GROWTH AND LEARNING (3) Analysis of physiological and psychological growth patterns manifested by individuals. Learning theories, personality adjustment, and various forces affecting learning and personality. Class discussions and lectures supplemented by laboratory activities. Prerequisite: 20.201.
- 20.204 APPLIED PSYCHOLOGY (3) Theoretical and practical psychologists' contributions to the psychotechniques of education, medicine, law, mental health and business; consideration of the application of such contributions to problem solution in these areas. Lectures and field trips. Prerequisite: 20.201.
- 20.302 CHILD PSYCHOLOGY (3) Theories of child behavior and development; research methods; structure and dynamics of growth; development of major psychological functions. Prerequisite: 20.201. Not open to students in Teacher Education.
- 20.308 PSYCHOLOGY OF LEARNING (3) Learning as adjustment; forms of learning; experimental data concerning the fundamental nature and conditions of learning. Teaching and learning; procedures helpful for improving learning efficiency; transfer of training. Prerequisite: 20.201, 20.203 or 20.302.
- 20.322 SOCIAL PSYCHOLOGY (3) Structure and function of groups. Recent advances in sociology, anthropology and psychiatry as related to psychology. Prerequisite: 20.201, 20.203 or 20.204.
- 20.403; 20.403a MOTIVATION AND EMOTION (2-3) Emotions and other motives as they arouse and sustain behavior. Historical and contemporary trends. Emphasizes human rather than comparative aspects. Prerequisite: 20.201, 20.203 or 20.302.
- 20.404 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (3) Individual differences in human traits and characteristics; methodology, basic principles, and major findings in research. Prerequisite: 20.201, 20.203, 20.410 or 11.210.
- 20.405 PERSONALITY (3) Theoretical and practical approaches to the study of personality. Introduction to methods and materials of personality assessment. Prerequisite: 20.201, 20.203 or 20.302.
- 20.406 THE ABNORMAL PERSONALITY (3) Survey of disordered personal reactions to life and its circumstances. Common symptom syndromes, psychogenic and somatogenic phenomena in neuroses, along with therapeutic techniques. Prerequisite: 12 hours of psychology.
- 20.407 PSYCHOLOGY OF ADOLESCENCE (3) Physical, emotional, intellectual development during adolescence; social development and heterosexuality, adolescent personality; problems of adjustment; juvenile delinquency; guidance of adolescents. Prerequisite: 20.201 or equivalent.
- 20.410 INTRODUCTION TO TESTS AND MEASUREMENTS (3) Psychological and educational testing and evaluation. Construction, administration, interpretation and use of the various evaluative devices of intelligence, aptitude and achievement. Prerequisite: 20.201 and 20.203 or 20.302.
- 20.411 PERSONALITY MEASUREMENT (3) Continuation of 20.410 that will emphasize the use and interpretation of instruments for measuring attitudes, interests and related aspects of personality. Instruments studied will include paper-pencil inventories, projective devices and observational procedures. Prerequisite: 20.410.
- 20.420 MENTAL HYGIENE (3) Functions and processes of adjustment related to mental health, main problems of life to which adjustment is made, and the nature of conflict. Prerequisite: 20.201, 20.203 or 20.302.
- 20.460 INTRODUCTION TO THE EXCEPTIONAL CHILD (3) Survey of field. Children with atypical physical, mental, social and emotional development. Procedures in identification and teaching. Prerequisite: 20.201 and 20.203 or 20.302.

- 20.488; 20.488a **SYSTEMS OF PSYCHOLOGY (2-3)** Analysis of major schools of psychology with emphasis on their theoretical and methodological approaches. Leading figures of each school and their contributions to current practices of understanding, directing, and predicting human behavior. Prerequisite: 12 credit hours in psychology and consent of instructor.
- 20.490 **INDEPENDENT INVESTIGATION IN PSYCHOLOGY (2-3)** Opportunity for especially qualified students to undertake minor research problems according to their interest and training under the direction of a staff member. Prerequisite: 20.202 and consent of instructor.

GRADUATE COURSES

- 20.501 **HUMAN GROWTH AND DEVELOPMENT — ADVANCED COURSE (3).** Basic factors in the development of human behavior with an emphasis on social-cultural learning. Nature and conditions of learning as related to physiological, psychological, and sociological development are studied in the light of school practices. Review of contemporary theories of learning and their curricular implications. Prerequisite: 20.203 or equivalent.
- 20.503 **SEMINAR IN SELECTED PROBLEMS IN PSYCHOLOGY (3)** Investigation of selected problems of current significance in various fields of psychology. Students with special interests will have the opportunity to choose problems with psychological implications. Prerequisite: 12 credit hours in psychology and consent of instructor.
- 20.510 **TECHNIQUES OF COUNSELING (3)** Various techniques used by counselors, psychologists and other professional personnel engaged in the counseling of children and adults. Directive and non-directive counseling, play therapy, and psychodrama with directed experience in a selected technique. Prerequisite: 12 hours of psychology including mental hygiene or consent of instructor.
- 20.511 **INTRODUCTION TO GUIDANCE, COUNSELORS (3)** Establishing a philosophy and gaining a knowledge of the principles of guidance. Surveys techniques of individual appraisal and methods of relating such appraisals to appropriate educational and vocational goals. Introduction to the literature of the field. Prerequisite: 20.203 or the equivalent.
- 20.512 **ANALYSIS OF THE INDIVIDUAL (3)** Techniques available in studying the individual. Emphasizes the processes of recording, interpreting and synthesizing data in the area of vocational, educational, and personal adjustment. Prerequisite: 20.410 or the equivalent and 20.511.



SCIENCE

Professors: BAREHAM, CORTELYOU, COX (Chairman), HATHAWAY, ODELL, PELHAM

Associate Professors: CROOK, ERICKSON, MOOREFIELD, MUMA, RUBENDALL, YARBROUGH

Assistant Professors: DAIHL, WALKER

Instructors: ANDERSON, CUTTS, LEWIS, SMITH, THEROUX

The courses and programs described below are for students whose interest in science is great as well as those whose interest is moderate or little. The Department considers the latter group equally as worthy of its attention as the former. For this reason, there are a number of courses available for which prerequisites are only the required courses.

Students who desire to take a minimum amount of science must complete 12 credit hours of science in order to receive a degree. Normally, this requirement will be met by taking 17.103, 17.200 and an approved elective. These courses are designed to help students understand their natural environments, various scientific phenomena, and the nature of the scientific enterprise. These students should take 17.103 or 17.200 in their freshman year.

Students who are not positive that they wish to major in science should take 17.103 and either 17.205 or 17.214 in their freshman year. They should not take 17.200 as freshmen since this course cannot be credited to the Chemistry or to the Natural Science major programs. Should they decide not to become a science major, the 17.200 will be taken to complete 12 hours of science, the minimum for graduation.

Those students who desire to pursue a scientific profession as teacher, researcher, industrial scientist, etc. should major in one of the following science areas: Biology, Chemistry, Natural Science, or Elementary School Science Concentration.

BIOLOGY MAJOR

Prospective secondary school teachers of biology should elect this major. Students desiring to do graduate work in biology should confer with the Department Chairman before the beginning of the junior year. Students having a

special interest in either animal or plant biology (zoology or botany) should, in consultation with a Department adviser, take the biology electives in the area of interest.

Course requirements for a Biology Major are: 17.103, 17.206-17.207, 17.218, 17.211-17.212*, 17.204, 17.214, 17.205, 17.215, 17.410, 11.111 College Algebra and elective courses for a total of 53 credit hours in Science and Mathematics.** Students planning to enter medically oriented professional schools (Medicine, Dentistry, Nursing, etc.) should take 17.120 and 17.220, 4 credits each, in place of 17.103 and 17.214, respectively. Consult the Department Chairman for additional information.

BIOLOGY COURSES

NOTE: 17.103 is a prerequisite for all other biology courses (except for pre-professional students).

- 17.103 FUNDAMENTALS OF BIOLOGY (4) Prerequisite to all other biology courses outlining biological principles common to plants and animals. Topics include cell structure and processes (both physical and biochemical), mitosis, gametogenesis, some aspects of embryology, genetics, and evolution, and an overview of the animal and plant kingdoms. Average of two laboratory hours per week. Not open to students who have credit for 17.120 or equivalent.
- 17.120 ZOOLOGY I (4) Cell structure, cell processes, tissue and organ levels of organization genetics, and basic principles of embryology. Emphasis is given the animal phyla including phylogenetic relationships, comparative morphology and physiology, and life histories of representative types. Offered only for pre-professional students. Average of four laboratory hours per week.
- 17.204 GENERAL BOTANY (4) Plant morphology, anatomy, and physiology explored through the study of selected types. Average of four laboratory hours per week.
- 17.205 FIELD AND SYSTEMATIC BOTANY (4) Plant kingdom centered around taxonomy and ecology. Methods of collection, identification, and preservation will be developed in the field and laboratory. Average of four laboratory hours per week. Prerequisites: 17.204 or consent of instructor.
- 17.209-17.210 HUMAN ANATOMY AND PHYSIOLOGY (4,4) Skeletal, muscular, nervous, respiratory, circulatory, digestive, excretory, endocrine, and reproductive systems. Average of three laboratory hours per week. Required of students majoring in physical education.
- 17.214 FUNCTIONAL ANATOMY OF VERTEBRATES (3) Organ systems of selected vertebrate types, emphasis placed on basic physiological processes involved. Laboratory studies are based primarily on dissections of the bullfrog and the foetal pig. Comparisons are made between human and other vertebrate animals. Included is a consideration of embryological principles, using starfish, frog, chick and human as examples. Average of two hours per week in laboratory work. Not open to students who have credit for 17.220 or equivalent.
- 17.215 FIELD AND SYSTEMATIC VERTEBRATE ZOOLOGY (4) Evolution, distribution, and definitive features of each class are studied comparatively. Extensive field and laboratory work deals with morphologic, taxonomic, ecologic, and behavioral features of selected vertebrate groups and species. Average of four hours per week in laboratory work.
- 17.220 ZOOLOGY II (4) For biology majors, pre-professional and transfer students. Average of four laboratory hours per week. Not open to students having credit for 17.214 or equivalent.

* If Physics is not taken, 17.200 will be required for graduation.

** Secondary School teachers of biology may include 6 hours of Earth Science among their electives; all biology majors must select electives so as to have a minimum of 30 hours of biology.

- 17.303 INVERTEBRATE ZOOLOGY (3) Fresh, brackish, and salt water species of major phyla from the Protozoa through the Arthropoda (except the insects) with special emphasis on local forms. Economic, ecological, and taxonomic considerations. Average of two laboratory hours per week.
- 17.304 COMPARATIVE ANATOMY OF VERTEBRATES (4) Comparative study of vertebrate animals, their structures, natural history, and relationships, by means of dissections, lectures, and discussions. Average of three laboratory hours per week. Prerequisite: 17.214 or 17.220.
- 17.311 CLASSICAL AND CONTEMPORARY WRITINGS IN THE BIOLOGICAL SCIENCES (1) Examples of the great literature of biology.
- 17.314 ORNITHOLOGY (3) Laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is on birds of the Baltimore area. A banding station is operated throughout the course. Occasional field trips. Average of two laboratory hours per week.
- 17.315 ENTOMOLOGY (3) Laboratory and field course in insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, economic importance, and control. Average of two laboratory hours per week.
- 17.318 MICROBIOLOGY (4) Principally a laboratory course investigating such groups of organisms as bacteria, protozoa, and lower plant forms, with emphasis on bacteria. Average of four laboratory hours per week. Prerequisite: 17.206-17.207. May be taken concurrently.
- 17.326 ANIMAL EMBRYOLOGY (4) Developmental anatomy and the underlying principles involved in initiating and controlling development. This last area will be approached from an experimental base. Average of four laboratory hours per week.
- 17.327 ANIMAL PHYSIOLOGY (4) Functioning of animal organ systems, with emphasis on the vertebrate body. An average of four laboratory hours per week. Prerequisite: 17.214 or 17.220, 17.206-207.
- 17.333 HISTOLOGY AND MICROTECHNIQUE (3) Principal vertebrate tissues. Laboratory work will include both the interpretation and preparation of tissue slides for microscopic study. Average of three laboratory hours per week. Prerequisite: 17.214 or 17.220 and 17.206-17.207.
- 17.340 GENETICS (3) Principles of heredity and variation, and their application to evolution and development. Gene action at the morphological, physiological, and biochemical levels. Three one-hour lecture periods. Prerequisite: 17.206-17.207, which may be taken concurrently; or consent of instructor.
- 17.345 GENERAL ECOLOGY (3) Interrelationships between animals and plants and their natural habitats, emphasizing the specific biomes common to Maryland. Studies will be based on observations and data collected in the field.
- 17.350 COMPARATIVE PLANT ANATOMY (3) Anatomical survey of the various plant groups with emphasis on their evolutionary relationships. Average of two laboratory hours per week. Prerequisite: 17.204.
- 17.401B ADVANCED LABORATORY IN BIOLOGICAL SCIENCE (2) Exacting laboratory work of an advanced nature under the guidance of the Science Department staff. Each student will present and defend his work at a seminar. Prerequisite: Consent of instructor.
- 17.410 BIOLOGICAL LITERATURE (2) Familiarization with the literature of biology through the preparation of papers requiring a review of the literature. Two one-hour lectures. Prerequisite: Consent of instructor.
- 17.420 BIOANALYSIS (3) Microscopic and biochemical methods used in determining major components and important contaminants of feeds, spices, stabilizers, adhesives, bakery materials, fats and oils, meat products, crystal mixtures, dairy products, etc. Effects of changing temperatures, pressure and chemical environment on products. An average of three laboratory hours a week. Prerequisites: Courses in Biology and Chemistry or consent of instructor.
- 17.500 SELECTED GENERAL PRINCIPLES IN BIOLOGY (3) Current directions of biological investigations will be discussed together with a treatment of recent contributions to biological areas and principles. Sufficient background will be given to provide coherence and understanding. Three one-hour lectures. Prerequisite: Consent of instructor.

CHEMISTRY MAJOR

Available since 1963 to all entering freshmen. Prospective secondary school teachers of chemistry should elect this major. Students desiring to do graduate work in chemistry should confer with the Department Chairman before the beginning of the junior year. The general requirements for a chemistry major are: 17.206-17.207, 17.216-17.217, 17.218-17.219, Physical Chemistry (8), Inorganic Chemistry (4), 17.211-17.212 (8) Math through calculus (15) for a total of 61 hours. Some of the above courses will not be listed below since they will not be offered in the current year. Chemistry majors are required to take 17.103, as are all students, for graduation.

CHEMISTRY COURSES

- 17.206-17.207 GENERAL CHEMISTRY (4,4) Principles and theories of modern chemistry. Chemical laws, physical constants, theories of solutions, ionization, valency, and structure of matter. An experimental and problem approach. Three one-hour lectures and one three-hour laboratory period.
- 17.216-17.217 ANALYTICAL CHEMISTRY I AND II (4,4) I-Elements of statistics; theoretical principles of chemical analysis; analysis of acids and bases, oxidizing and reducing agents, and some special materials. II-More complex treatment of principles; instruction in and practice with the most common analytical instruments, such as the spectro-photometer, potentiometric titrator, and the polarograph. Two one-hour lecture and two three-hour laboratory periods. Prerequisite: 17.206-17.207.
- 17.218-17.219 ORGANIC CHEMISTRY I AND II (5,5) Aliphatic and aromatic hydrocarbons as an integrated sequence. Emphasis is upon nomenclature of compounds, synthesis, and mechanism of reactions. Organic Chemistry II is a continuation of Organic Chemistry I. Average of six laboratory hours per week. Prerequisite: 17.206 or consent of instructor.

PHYSICS MAJOR (Tentative)

The Science Department expects that a physics major will be developed in the future and space is provided in the new Science Building for this. Courses in addition to those below will be offered as the major is developed. Students desiring to do graduate work in physics should confer with the Department Chairman before beginning the junior year. The major required courses are expected to be: 17.211-17.212, 17.334, 17.402 and Mechanics (4), Optics (4), Physics Seminar (2), Physics electives (8), 17.206-17.207, Math through intermediate calculus (18) for a total of 59 hours. Also 17.103 is required of all students for graduation.

PHYSICS COURSES

- 17.211-17.212 GENERAL PHYSICS (4,4) Mechanics, heat, and sound are considered in the first semester; light, electricity, magnetism and a brief introduction to modern physics in the second. Three one-hour lectures and one three-hour laboratory period. Prerequisite: 11.111, or consent of instructor.

- 17.334 HEAT AND THERMODYNAMICS (4) Definition and measurement of iso- and adiabatic processes and thermodynamic functions such as temperature specific heat, entropy, enthalpy. Heat conversion and transfer, equilibrium and cyclic phenomena. Thermal radiation. Three one-hour lectures and one three-hour laboratory period. Prerequisite: 17.211-17.212 and 11.223-11.224.
- 17.402 INTRODUCTION TO MODERN PHYSICS (3) Lecture and problems course presenting our modern knowledge of the fundamental particles of matter, thermionics, photoelectric effect, X-rays, atomic structure, radioactivity, nuclear reactions, cosmic rays. Three one-hour lectures and one three-hour laboratory period. Prerequisite: 17.211-17.212.

PHYSICAL SCIENCE COURSES

- 17.200 PHYSICAL SCIENCE I (4) Developing principles of classical physics and chemistry and the origin of quantum physics through a study of selected topics. Applications of principles to astronomy and geology. Three lecture hours and one three-hour laboratory period.
- 17.201 PHYSICAL SCIENCE II (4) Developing the concepts of chemical energy and energy transfer through a study of selected topics in Organic Chemistry and Thermodynamics; Fuels and Heat Engines. Three lecture hours and one three-hour laboratory period per week. Prerequisite: 17.200.
- 17.224 GENERAL GEOLOGY (3) Composition and structure of the earth. The internal and external forces acting upon it and the surface features resulting. Laboratory studies of the common rocks and minerals, geologic and topographic maps and aerial photographs. Field studies in the Baltimore area. An average of two laboratory hours per week. Prerequisites: 30.103-104.
- 17.300 PHYSICAL SCIENCE III (3) Developing principles of hydrostatics, mechanics, electricity and electronics through a study of selected practices in the transmission of energy and intelligence. Two lecture hours and one two-hour laboratory period. Prerequisite: 17.200.
- 17.301 CLASSICAL AND CONTEMPORARY WRITINGS IN THE PHYSICAL SCIENCES (1) Examples of the great literature in physical sciences.
- 17.302 PHYSICAL SCIENCE IV (3) Developing principles of fluid dynamics, aeronautics, astronautics, optics and astronomy through a study of selected topics. Two lecture hours and one two-hour laboratory period. Prerequisite: 17.200.
- 17.320; 17.320a GENERAL ASTRONOMY (2,3) Science of astronomy; investigations and theories concerning the solar system, galaxies and the universe. Lectures. Prerequisite: 17.200.
- 17.324 GEOMORPHOLOGY (3) Origin and evolution of surface features of the earth as controlled by the interaction of geologic structures and erosional processes. Field work in the Maryland area. Two one-hour lectures and one two-hour laboratory period. Prerequisite: 17.200, 17.224.
- 17.401P ADVANCED LABORATORY IN PHYSICAL SCIENCE (2) Exacting laboratory work of an advanced nature under the guidance of the Science Department staff. Each student will present and defend his work at a seminar. Prerequisite: consent of instructor.

ELEMENTARY SCHOOL SCIENCE CONCENTRATION

For prospective elementary school teachers who wish a somewhat broader background in science than that obtained from the required courses. Also open to other students, but Arts and Science and Secondary Education students should be aware that this program does not provide them with the "major" they must have in order to earn a degree. Course requirements are: 17.103, 17.200, 17.201, 17.224, 17.300, 17.302, 17.310, 17.204, 17.214, 17.320a, for a total of 34 hours. Students electing this concentration are urged to take 11.111.

NATURAL SCIENCE MAJOR

The program is designed to give a broader view of the sciences than obtained in a traditional undergraduate major in a single science. This is done at the sacrifice of depth and students should therefore be aware that this major will not prepare them for graduate work in a single science. Course requirements are: 17.103, 17.206-17.207, 17.216, or 17.218, 17.214, 17.204, 17.224, 17.211-17.212, 17.402, 17.401, 17.320a, Science electives (including one field course) for eleven credit hours, and 11.111, for a total of 56 hours in Science and Mathematics.

Prospective secondary school teachers of general science should elect this major. State Certification requirements are that at least 18 hours must be taken in biology or chemistry or physics, and at least 16 semester hours in each of the other two fields. Electives should be chosen so that the 18 hour stipulation is met.

NATURAL SCIENCE COURSES

- 17.310 FIELD NATURAL SCIENCE (3) Various natural environments; To determine their physical and biological components. The relationship of these forms to one another and to man. Emphasis is on field observation. Average of two laboratory hours per week. Prerequisite: 17.103 or 17.120.
- 17.392 CONSERVATION OF NATURAL RESOURCES (3) Basic conservation practices and problems with emphasis on soil, water, forest, and wildlife aspects and their interrelationships. Specialists in various phases of local, state and federal conservation work conduct or assist in the conduct of numerous field trips. Average of three laboratory hours per week. Prerequisite: 17.103 or 17.120 and 30.103-30.104.

SCIENCE EDUCATION COURSES

Descriptions for the following Science Education courses will be found under the Education Department listings:

- 5.333 Kindergarten-Primary Professional Block I — Science
- 5.335S Teaching Science in Kindergarten and Primary Grades
- 5.362 Teaching Science in the Elementary School
- 5.383 Teaching Science in the Secondary School
- 5.390-9A Student Teaching in the Secondary School — Biology
- 5.390-9B Student Teaching in the Secondary School — Science
- 5.480-5 (summers) Aerospace Education Workshop
- 5.509 Seminar in Elementary School Science

SOCIAL SCIENCE

Professors: BEISHLAG, BLUMBERG, COLEMAN, FALCO, FIRMAN, HUTSON (Chairman), MATTHEWS, McCALL, McCLEARY, ONION, PANCOAST

Associate Professors: ANDREWS, DIFFENDERFER, KAHL, MARTIN

Instructors: COX, FISHER, GROSSMAN, NICHOLS

The Department offers a major or minor in history, geography, political science, and social science and a minor in economics and sociology. The purpose of the major is to encourage the student to explore one of the social sciences in some depth. Such investigation, performed well, leads to an appreciation of the structure and function of the chosen area, prepares the student for graduate work, and offers excellent background for many careers, particularly teaching and certain types of government service. The student is also expected to take correlative courses which broaden his academic background and offer valuable insights into his major subject.

SOCIAL SCIENCES MAJOR

The purpose of this major is to encourage the student to explore several social science fields. Such investigation, performed well, leads to an appreciation of the structure and function of the chosen areas and offers a background for some careers, particularly teaching in those grades where a specialized knowledge in depth is not required. Fifty-four credit hours are required for the major in social sciences, including thirty-six hours of required courses and eighteen hours upper division electives. The required courses are 30.121, 30.122, 30.221, 30.222, 30.103, 30.104, six hours of Political Science, six hours of Sociology and six hours of Economics.

ECONOMICS MINOR

Twenty-four credit hours are required as a minimum for the minor in economics, including fifteen hours of required courses and ten hours of electives. The required courses are 30.202, 30.203, 11.210, 30.324, and 30.404.

ECONOMICS COURSES

- 30.202 ECONOMIC PRINCIPLES AND PROBLEMS I (3) Basic economic concepts. National and family income. Saving, investment, and business fluctuations. Money and banking. Business organization.
- 30.203 ECONOMIC PRINCIPLES AND PROBLEMS II (3) Continuation of 30.202, with emphasis on the market, prices, costs and competition. Rent, wages, and profits. International trade, alternate economic systems, and economic growth. Prerequisite: 30.202.
- 30.324 MONEY AND BANKING (3) Organization and function of the money, credit, and banking system of the United States; banking institutions, Federal Reserve System; the relation of money and credit to prices; foreign exchange. Prerequisite: 30.202.
- 30.327 INTERNATIONAL ECONOMICS (3) International trade. Tariffs and other restrictions. The principle of comparative advantage. The International Bank, the International Monetary Fund, and other cooperative arrangements. Prerequisite: 30.202, 30.203, and 11.210.
- 30.332 COMPARATIVE ECONOMIC SYSTEMS (3) Contemporary economic systems with emphasis on methods of social control. Capitalism, socialism, communism. Economic planning. Prerequisite: 30.202, 30.203, and 11.210.
- 30.335 INTERMEDIATE ANALYSIS (3) Aggregate economic analysis. Three basic problems of output (employment), prices, and economic growth. Prerequisite: 30.202, 30.203, and 11.210.
- 30.337 PUBLIC FINANCE (3) Principles of taxation, government expenditure and public debt; relationship of fiscal policy to income and growth. Prerequisite: 30.202, 30.203, and 11.210.
- 30.382 LABOR ECONOMICS AND LABOR RELATIONS (3) History, organization, and operation of American trade unionism. Collective bargaining; review of labor legislation. Prerequisite: 30.202.
- 30.404 HISTORY OF ECONOMIC THOUGHT (3) Development of economic theory; eighteenth and nineteenth century classical schools. Modern economic literature on price, investment and employment. Prerequisite: 30.324 and 30.335.
- 30.481 PROSEMINAR ON ECONOMIC ISSUES (3) Research and writing of papers on an economic issue selected by the instructor. Prerequisite: 30.324 or 30.335.
- 30.504 WORKSHOP ON ECONOMIC EDUCATION (3) Designed to help teachers and school administrators gain a better understanding of the economic workings of the society in which we live. (Summer School only)

Attention is also called to the following courses:

- 30.316 ECONOMIC GEOGRAPHY (GEOGRAPHY DEPARTMENT)
- 30.328, 30.329 ECONOMIC HISTORY OF EUROPE (HISTORY DEPARTMENT)
- 30.333, 30.334 ECONOMIC HISTORY OF THE UNITED STATES (HISTORY DEPARTMENT)

GEOGRAPHY MAJOR

Thirty credit hours are required as a minimum for the major in geography, including fourteen or fifteen hours of required courses and fifteen or sixteen hours of electives. The required courses are 30.103, 30.104, 30.230, 30.316, and one of the following: 30.330, 30.331, 30.395, 30.413.

GEOGRAPHY MINOR

Twenty-four credit hours are required as a minimum for the minor in geography, including fourteen or fifteen hours of required courses (the same as for the major) and nine or ten hours of electives.

GEOGRAPHY COURSES

- 30.103 ELEMENTS OF GEOGRAPHY (3) Elements of man's environment and the changes resulting from natural and human agencies; map reading and interpretation.
- 30.104 ELEMENTS OF GEOGRAPHY (3) Man in his regional settings with emphasis on the inter-relationships of physical and cultural phenomena.
- 30.230 GEOGRAPHY OF ANGLO-AMERICA (3) Common social, economic and political interests of the major regions of the United States and Canada. The culture patterns of each region in relation to the natural settings in which they have developed. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.300 INTERPRETATION OF AERIAL PHOTOGRAPHS (2) Reading and interpretation of aerial photographs. The application of the aerial photograph in the fields of geography, geology, and photogrammetry. One hour lecture, two hours laboratory per week. Prerequisite: Consent of instructor.
- 30.309 GEOGRAPHY OF LATIN AMERICA (3) Aerial distribution and character of the economic activities in various Latin American countries in relation to physical and cultural features. Resources and problems of their development; importance of foreign trade to the economy; relationships with the United States. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.311 GEOGRAPHY OF EUROPE (3) Regional analysis and appraisal of the human geography and natural resources of Europe. Problems of nationality, economic development, and cultural conflicts. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.314 GEOGRAPHY OF SOUTHERN AND SOUTHEASTERN ASIA (3) Regional studies of the physical and cultural foundations of India, Pakistan, Ceylon, Philippines, and Indonesia. Principal human and economic resources, problems of development, and role in world affairs. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.315 GEOGRAPHY OF EASTERN ASIA (3) Regional studies of the physical and cultural foundations in China, Japan, and Korea. Emphasis upon human and economic resources, and role in world affairs. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.316 ECONOMIC GEOGRAPHY (3) Regional distribution of the world's resources, industries, and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing, and commerce in relation to the geographic environment. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.318 GEOGRAPHY OF AFRICA (3) Material resources and human geography of Africa. Problems of economic development, nationality and cultural conflicts. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.319 GEOGRAPHY OF THE USSR (3) Physical and cultural patterns and their bearing on the Soviet Union as a world power. Regional distribution and use of natural and human resources in agriculture and industry. Problems in economic development and production. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.320 HISTORY AND GEOGRAPHY OF MARYLAND (3) Political, social and economic development of the state and its relations to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips. Field trip expenses about \$15.00, payable when trips are taken.
- 30.330 CARTOGRAPHY (2) Practical exercises in cartography and in graphic presentation of statistical material. Prerequisite: 30.103 and 30.104, or consent of instructor.

- 30.331 POLITICAL GEOGRAPHY (3) Effect of political groupings upon man's use of the world, and of the influence of the geographic base upon political power. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.390 GEOGRAPHY OF AUSTRALIA AND OCEANIA (3) Regional approach in analyzing and interpreting the physical and cultural patterns, natural resources, current problems, and strategic importance of the Pacific world. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.395 CLIMATOLOGY (3) Character, causes, and distribution of climatic types. Emphasis upon world patterns.
- 30.401 GROWTH OF GEOGRAPHIC THOUGHT (3) History, nature, and methodology of geography as a discipline. Analysis of schools of geographic thought; critical evaluation of important geographic works. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.413 URBAN GEOGRAPHY (3) Survey of the structure, functions, forms, and development of urban units. Emphasis upon the locational features of social, economic, and cultural phenomena. Field work. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.425 MAP READING AND INTERPRETATION (2) Principal types of maps and their uses. Emphasis on understanding map components and the range of physical and cultural phenomena indicated on maps. Includes selected exercises which illustrate the analytical and graphical values of maps. Prerequisite: 30.103 and 30.104, or consent of instructor.
- 30.430 PROSEMINAR: PROBLEMS IN GEOGRAPHY (3) Reading and research in selected problems in the field of geography. Prerequisite: At least 12 hours of Geography and consent of instructor.
- 30.480 DIRECTED READING IN GEOGRAPHY (3) Independent reading in selected areas of geography. Open by invitation of the Geography Department to students taking a major or minor in Geography. Prerequisite: 15 hours in geography and a minimum average of 3.00 in geography courses.
- 30.490 EUROPEAN STUDIES (3-6) (Summer only) See History Department—30.490 for course description.
- 30.491 ANGLO-AMERICAN STUDIES (3-6) (Summer only.) A field course for the purpose of studying selected regions of the United States and Canada. Early registration is required. Prerequisite: 30.230, 30.221, and 30.222 or consent of instructor.

Attention is also called to the following courses:

- 30.332 COMPARATIVE ECONOMIC SYSTEMS (ECONOMICS DEPARTMENT)
- 30.386 POPULATION STUDIES (SOCIOLOGY DEPARTMENT)

HISTORY MAJOR

Thirty credit hours are required as a minimum for the major in history, including fourteen hours of required courses and sixteen hours of history electives. The required courses are 30.121, 30.122, 30.221, 30.222, and 30.420.

HISTORY MINOR

Twenty-four credit hours are required as a minimum for the minor in history, including twelve hours of required courses and twelve hours of electives. The required courses are 30.121, 30.122, 30.221 and 30.222. At least six hours of electives must be 300 or 400 level courses.

HISTORY COURSES

- 30.121 HISTORY OF WESTERN CIVILIZATION (3) Political, economic, social, and cultural forces which have shaped the pattern of western life from post Roman times to 1648.
- 30.122 HISTORY OF WESTERN CIVILIZATION (3) Continuation of 30.121 from 1648 to present. Prerequisite: 30.121.
- 30.214 HISTORICAL STUDIES IN BIOGRAPHY (2) Biographical study of selected figures in the history of world civilization to 1648. Prerequisite: 30.121.
- 30.215 HISTORICAL STUDIES IN BIOGRAPHY (2) Biographical study of selected figures in the history of world civilization since 1648. Prerequisite: 30.122.
- 30.216 BIOGRAPHICAL STUDIES IN AMERICAN HISTORY (2) Biographical study of selected figures in American history to 1865. Prerequisite: 30.221.
- 30.217 BIOGRAPHICAL STUDIES IN AMERICAN HISTORY (2) Biographical study of selected figures in American history since 1865. Prerequisite: 30.222.
- 30.221 HISTORY OF THE UNITED STATES (3) Political, economic, social, and cultural forces which have shaped the pattern of life in the United States from the founding of the colonies to 1865.
- 30.222 HISTORY OF THE UNITED STATES (3) Continuation of 30.221 from 1865 to the present. Prerequisite: 30.221.
- 30.260 THE ANCIENT NEAR EAST AND GREECE (3) Early Stone Age Man, and the rise and fall of the civilizations of the Near East and Greece.
- 30.261 THE ROMAN WORLD (3) Emergence of republican Rome, her conquest of the Mediterranean World, and the emergence and decline of the Empire.
- 30.303 SURVEY OF ENGLISH HISTORY TO 1783 (3) Evolution of the political, legal, social, economic, and cultural institutions of England and the spread of the Empire overseas. The triumph of Parliament over the monarchy and the development of the rights of Englishmen. Prerequisite: 30.121 and 30.122.
- 30.304 BRITISH HISTORY SINCE 1783 (3) Struggle against France, the Industrial Revolution, and the rise of the bourgeoisie to political control. The spread of empire, the symbolism of the Victorian era, and the evolution of democratic processes. Prerequisite: 30.121 and 30.122.
- 30.320 HISTORY AND GEOGRAPHY OF MARYLAND (3) (Listed under Geography Department).
- 30.321 LATIN AMERICAN HISTORY TO 1820 (3) Spanish and Portuguese colonization of the New World. Natural resources, government, economic and social life, and the War of Independence. Prerequisite: 30.121 and 30.122 or 30.221 and 30.222.
- 30.322 LATIN AMERICAN HISTORY SINCE 1820 (3) Origin, political growth, and economic development of the Latin American republics, with emphasis upon present-day conditions. Prerequisite: 30.121 and 30.122 or 30.221 and 30.222.
- 30.328, 30.329 ECONOMIC HISTORY OF EUROPE (3,3) Origin and development of the modern economic institutions of Western Europe. The commercial revolution; industrial revolution; the age of mass production and technology. (30.328: To 1750; 30.329: Since 1750; Either semester may be elected independently of the other). Prerequisite: 30.121 and 30.122.
- 30.333, 30.334 ECONOMIC HISTORY OF THE UNITED STATES (3,3) American economic development from the colonial period to the present, with an emphasis upon trends and problems of contemporary importance. (30.333: Colonial times to 1865; 30.334: 1865 to present. Either semester may be elected independently of the other.) Prerequisite: 30.221 and 30.222.
- 30.345 THE AMERICAN COLONIES: 1492-1763 (3) Founding and the political, economic, and social development of the American colonies. Prerequisite: 30.121 or 30.221; or consent of instructor.

- 30.348 SECTIONALISM AND THE CIVIL WAR (3) Sectionalism, secession, and the Civil War, from 1840 to 1865. Prerequisite: 30.221 and 30.222.
- 30.349 RECONSTRUCTION AND THE NEW NATION (3) Political, economic and social aftermath of the Civil War; Reconstruction and the rise of modern America, 1865-1900. Prerequisite: 30.221 and 30.222.
- 30.352 DIPLOMATIC HISTORY OF THE UNITED STATES (3) Relations with Europe, Latin America, and the Far East, as well as with the newly emerging states of Africa and Asia. Prerequisite: 30.221 and 30.222.
- 30.357, 30.358 MEDIEVAL CIVILIZATION (3,3) The principal currents of political, social, intellectual, and artistic development in medieval Europe. (30.357: The early middle ages to about 1100; 30.358: The high middle ages — 1300 to 1500. Either semester may be elected independently of the other.) Prerequisite: 30.121 and 30.122. Not open to those who have had 30.361.
- 30.362; 30.362a RENAISSANCE AND REFORMATION (2,3) Social and intellectual changes in Western Europe between 1350 and 1650 which mark the transition from the medieval to the modern world. Prerequisite: 30.121 and 30.122.
- 30.363 EUROPE 1648-1815 (3) European state system and the expansion of European civilization; intellectual growth and class relationships culminating in the French Revolution and Napoleon. Prerequisite: 30.121 and 30.122.
- 30.364 EUROPE 1815-1914 (3) Major economic, political, social and intellectual currents of the period. The effects of the industrial revolution, the development of nationalism and imperialism, and the origins of the first world war. Prerequisite: 30.121 and 30.122.
- 30.365 HISTORY OF EASTERN ASIA SINCE 1500 (3) East Asian societies, the history of their penetration by Western powers, and the interaction between East and West as the background of current problems in Asia and the world. Prerequisite: 30.121 and 30.122.
- 30.402, 30.403 CONSTITUTIONAL HISTORY OF THE UNITED STATES (3,3) Development of American constitutionalism in theory and practice. (30.402: 17th and 18th centuries, stressing formation of the constitution; 30.403: 19th and 20th centuries. Either semester may be elected independently of the other.) Prerequisite: 30.221 and 30.222. Not open to those who have had 30.405.
- 30.414 INTELLECTUAL HISTORY OF THE UNITED STATES (3) Historical development of American intellectual life from the seventeenth century to the present. Prerequisite: 30.221 and 30.222.
- 30.415 SOCIAL HISTORY OF THE UNITED STATES (3) Everyday life of Americans from the seventeenth century to the present. Prerequisite: 30.221 and 30.222.
- 30.416 RECENT HISTORY OF THE UNITED STATES (3) Economic, social and political history of the United States since 1900. Prerequisite: 30.221 and 30.222.
- 30.420; 30.420a PROSEMINARS IN HISTORY (2-3) Reading and research dealing with a phase of history to be selected by the instructor; considerable attention to sources and historiography. Prerequisite: 30.121, 30.122, 30.221, 30.222 and consent of instructor.
- 30.421 THE AGE OF THE AMERICAN REVOLUTION (3) Selected problems in the Revolutionary and Constitutional periods. The technique and methodology of historical research and writing. Prerequisite: 30.221 and 30.222 and consent of instructor.
- 30.422 EUROPE SINCE 1914 (3) Events leading to World War I, the course of the conflict, and the peace which followed. The rise of conflicting political ideologies between wars; the origins, strategies, and results of World War II. The material achievements of the modern age. Prerequisites: 30.121 and 30.122.
- 30.423 RUSSIA SINCE 1800 (3) Russian development since 1800, stressing the political and economic conditions which form the background for the revolution of 1917. An analysis of the Soviet regime, 1917 to the present. Prerequisite: 30.121 and 30.122.

- 30.428 FRANCE: 1763-1871 (3) Old Regime and the impact of successive revolutions upon French society. Emphasis upon the role of France in the growth of European liberalism and nationalism. Prerequisite: 30.121 and 30.122.
- 30.433, 30.434 EUROPEAN SOCIAL AND INTELLECTUAL HISTORY (3,3) Survey of the development of modern European thought, stressing science, political and social thought, and philosophy, with attention given to their impact on society. (30.433: 17th and 18th centuries; 30.434: 19th and 20th centuries. Either semester may be elected independently of the other.) Prerequisite: 30.121 and 30.122 or consent of instructor.
- 30.435; 30.435a MODERN WESTERN COLONIALISM (2,3) Expansion of Western culture and institutions with particular reference to their effects on the peoples of Asia and Africa in the period since 1870. Prerequisite: 30.121 and 30.122.
- 30.460 MODERN GERMANY, 1871-1945 (3) Brief topical analysis of the 19th century background. Concentration on the Bismarckian Empire, Weimar Republic and the Third Reich, emphasizing the interrelationships of internal developments and Germany's role in Europe and the world. Prerequisite: 30.121 and 30.122.
- 30.485 DIRECTED READING IN HISTORY (3) Independent reading in selected areas of history. Open by invitation of the Department to students taking a major or minor in history. Prerequisite: 15 hours in history and a minimum average of 3.00 in history courses.
- 30.490 EUROPEAN STUDIES (3-6) (Summer Only) Travel and study program in selected parts of Europe designed for the mature student. Examination of the nature of modern Europe and the historical and geographical processes that produced European Civilization. For enrollment procedure, write to Chairman, Social Science Department early in the fall of academic year preceding the summer of intended study. Prerequisite: Year survey course in Western Civilization and year survey course in Geography or consent of instructor.

Attention is also called to the following courses:

- 30.307 INTERNATIONAL RELATIONS (POLITICAL SCIENCE DEPARTMENT)
- 30.331 POLITICAL GEOGRAPHY (GEOGRAPHY DEPARTMENT)
- 30.353 AMERICAN FOREIGN POLICY (POLITICAL SCIENCE DEPARTMENT)
- 30.355 LATIN AMERICAN POLICY OF THE UNITED STATES (POLITICAL SCIENCE DEPARTMENT)
- 30.432 UNITED STATES-SOVIET RELATIONS (POLITICAL SCIENCE DEPARTMENT)

POLITICAL SCIENCE MAJOR

Thirty credit hours are required as a minimum for the major in political science, including fifteen hours of required courses and fifteen hours of electives. The required courses are 30.206, 30.207, 30.482, and either 30.338 and 30.339 or 30.426 and 30.427.

POLITICAL SCIENCE MINOR

Twenty-four credit hours are required as a minimum for the minor in political science, including twelve hours of required courses and twelve hours of electives. The required courses are 30.206, 30.207, and either 30.338 and 30.339 or 30.426 and 30.427.

POLITICAL SCIENCE COURSES

- 30.206 GOVERNMENT OF THE UNITED STATES (3) Structure and functions of the government of the United States and the problems involved in the extension of the scope of democratic government in our contemporary life.
- 20.207 STATE AND LOCAL GOVERNMENT (3) Historical background, state constitutions, and the legislative, executive and judicial branches of government. Problems of state administration and federal-state relations. County and municipal government. Emphasis upon the government of Maryland. Prerequisite: 30.206.
- 30.307 INTERNATIONAL RELATIONS (2) Policies pursued and methods used by states in attempting to achieve their objectives in relations with other states. Sovereignty, power politics, balance of power, and imperialism. The organization and role of the United Nations in international relations. Prerequisite: 30.121 and 30.122 or consent of instructor.
- 30.317 INTERNATIONAL LAW (3) Role of international law in past and modern politics; emphasis upon attempts at developing international law through international organization, and the obstacles created by ideological conflicts. Prerequisite: 30.121 and 30.122 or consent of instructor.
- 30.338 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: THE WESTERN WORLD (3) Constitutional and legal processes of England, France, Italy, and Germany. Some attention given to the small social-democratic states of Europe. Prerequisite: 30.121 and 30.122.
- 30.339 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: RUSSIA AND THE EAST (3) Constitutional and legal processes of Russia, Japan, China and other Eastern powers. Prerequisite: 30.121 and 30.122.
- 30.353 AMERICAN FOREIGN POLICY (3) Nature, bases, and instruments of American foreign policy in the contemporary age, as well as its formulation, control, and execution. Prerequisite: 30.221 and 30.222 or consent of instructor.
- 30.355; 30.355a THE LATIN AMERICAN POLICY OF THE UNITED STATES (2,3) Diplomatic and cultural relations between the United States and Latin America. The Pan-American Movement, implementation of the Monroe Doctrine, and the advent of the Good Neighbor Policy. Prerequisite: 30.221 and 30.222.
- 30.376 PUBLIC ADMINISTRATION (3) Administration as a central element of contemporary society, with special reference to the problems of governmental organization, control, personnel, finance, and public relations. Prerequisite: Either 30.206 or 30.202 and 30.203.
- 30.417 AMERICAN POLITICAL PARTIES (2) Origin and development of the American two-party system. The activities of pressure groups and organizations, and their effects upon the party system. Prerequisite: 30.221 and 30.222 or 30.206.
- 30.418 CONSTITUTIONAL LAW (3) A study of the constitution of the United States based on leading judicial decisions interpreting the constitution and statutes from 1789 to the present. Prerequisite: 30.206.
- 30.426 POLITICAL THEORY I (3) Political thought in the West from the Greeks to the end of the sixteenth century. Prerequisite: 30.121 and 30.122 or consent of instructor.
- 30.427 POLITICAL THEORY II (3) Political philosophers and their writings since the sixteenth century. Attention given to the conflict of ideologies in the twentieth century. Prerequisite: 30.121 and 30.122 or consent of instructor.
- 30.432 UNITED STATES-SOVIET RELATIONS (2) Diplomatic, cultural, and economic relations between the U.S.S.R. and the U.S. Emphasis on the period since 1933 with a careful study of the effects of the Second World War upon the balance of power. Prerequisite: 30.121 and 30.122, 30.221 and 30.222.

30.482 PROSEMINAR IN POLITICAL SCIENCE (3) Various methods and techniques of research in political science, culminating in the preparation of a seminar paper. Prerequisite: eighteen semester hours in political science, or consent of instructor.

Attention is also called to the following courses:

- 30.327 INTERNATIONAL ECONOMICS (ECONOMICS DEPARTMENT)
- 30.331 POLITICAL GEOGRAPHY (GEOGRAPHY DEPARTMENT)
- 30.382 LABOR ECONOMICS AND LABOR RELATIONS (POLITICAL SCIENCE DEPARTMENT)
- 30.337 PUBLIC FINANCE (ECONOMICS DEPARTMENT)
- 30.352 DIPLOMATIC HISTORY OF THE UNITED STATES (HISTORY DEPARTMENT)
- 30.402 CONSTITUTIONAL HISTORY OF THE UNITED STATES (HISTORY DEPARTMENT)

SOCIOLOGY MAJOR

The Social Science Department expects that a major in Sociology will be available to entering freshmen in September 1965. The required courses will be 30.201, 30.343, 30.408, 30.483 and 18 hours of Sociology electives for a total of 30 hours.

SOCIOLOGY MINOR

Twenty-four credit hours are required for the minor in sociology, including nine hours of required courses and fifteen hours of electives. The required courses are 30.201, 30.343, and 30.408.

SOCIOLOGY COURSES

- 30.201 INTRODUCTION TO SOCIOLOGY (3) Sociological concepts, theories, methods, and findings. The scope of sociology and an introduction to several areas of sociological investigation including social stratification, collective behavior, and interrelationships among social institutions.
- 30.204 MARRIAGE AND THE FAMILY (2) Critical analysis of sociological research related to marriage and the family. A cross-cultural survey of family structures.
- 30.340 SOCIAL STRATIFICATION (3) Nature of social stratification. A survey of studies of social mobility. Investigation of the determinants of differential prestige. Prerequisite: 30.201.
- 30.341 URBAN SOCIOLOGY (3) Ecological patterns of social change. Current urban growth and consequent social disruption. Prerequisite: 30.201.
- 30.342 COLLECTIVE BEHAVIOR (3) Behavior of mobs, crowds and other relatively unstable collectivities. Prerequisite: 30.201.
- 30.343 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3) Anthropological and archaeological methods and findings. Ethnographic survey of various culture areas with particular focus on human ecology.
- 30.379 SOCIAL DISORGANIZATION (3) A study of the forms, extent, and determinants of non-criminal deviant behavior. Prerequisite: 30.201. Not open to those who have had 30.380.

- 30.381 RACE RELATIONS (3) Sociological analysis of racial contact, discrimination, segregation, and integration. Prerequisite: 30.201.
- 30.383 CRIMINOLOGY (3) Causes of crime and the utility and justification of punishment. Prerequisite: 30.201.
- 30.386 POPULATION STUDIES (3) History of population study and population theory. An examination of the social determinants of fertility and migration changes. Prerequisite: 30.201.
- 30.408 DEVELOPMENT OF SOCIOLOGICAL THEORY (3) Review of the contributions of the major theorists from the time of Comte to the present. Prerequisite: 30.201.
- 30.483 PROSEMINAR IN SOCIOLOGY (3) Limited research projects and investigations of sociological matters of interest to the students with approval and direction by the instructor. Prerequisites: Minimum of 12 credits beyond 30.201 and consent of instructor.
- 30.484 RESEARCH METHODS IN SOCIOLOGY (3) Examination of the statistical tools and methods of research in sociology. Prerequisite: 18 semester hours in sociology or consent of instructor.

Attention is also called to the following courses:

20.322 SOCIAL PSYCHOLOGY (PSYCHOLOGY DEPARTMENT)

30.415 SOCIAL HISTORY OF THE UNITED STATES (HISTORY DEPARTMENT)



SPEECH AND DRAMA

Professor: A. BREWINGTON (Coordinator)

Associate Professors: T. BREWINGTON, GILLESPIE, HUGHES

Assistant Professor: SIES

Instructors: BOSLEY, LEVIN

The Curriculum in Speech and Drama is organized to provide adequate learning and training in the major subjects of speech instruction. The programs of study are designed to provide, in cooperation with other departments, a broad liberal education as well as special professional training, with emphasis placed upon acquiring knowledge as well as skill. Students in Speech and Drama may choose one of these three programs of study: (1) a general major in Speech and Drama, including the teaching major; (2) a major in Speech Pathology and Audiology, and; (3) a major in theater and drama.

Students who wish to qualify for a general major in Speech and Drama, a teaching major in Speech, a major in Speech Pathology and Audiology, or a minor in Speech must register with the Coordinator of the Speech and Drama Department. Students who wish to major in Theater Arts must register with the Director of Theater. Students majoring in Speech and Drama should register as soon as possible in their college careers, preferably early in their freshman year and certainly no later than the beginning of their sophomore year. Transfer students must register during their first semester at the College.

GENERAL MAJOR IN SPEECH AND DRAMA

General Major in Speech and Drama for Liberal Arts

The student must complete 36 semester hours in speech and drama courses. In addition, he is urged to complete satisfactorily a minor program of advanced course work in an area closely allied with the field of Speech and Drama, but chosen from courses offered in a department other than Speech and Drama. The minor program should be chosen with the advice and approval of the student's Speech Department adviser.

Teaching Major in Speech and Drama

Prepares the student for teaching speech and dramatics in high school. The program allows the student a wide choice in the development of his special aptitudes and interests in general speech, but a minimum program is required of all teaching majors to satisfy the demands of academic standards and certification for teaching speech in the schools of Maryland.

A future speech teacher should consult his Speech Department adviser for guidance in the selection of his electives and his minor program of studies. A teaching minor is generally expected of all students in the secondary education program. The department suggests English, art, or foreign language for the minor in teaching.

The course of study for the teaching major follows the program of the general major but requires, in addition, a course in speech education for professional preparation.

THE CURRICULUM FOR A GENERAL MAJOR AND A TEACHING MAJOR

Thirty-six semester hours are required as follows:

1. Foundation Courses — 12 semester hours.
40.100, Fundamentals of Public Speaking; 40.218, Advanced Public Speaking; 40.200, Voice and Diction; 40.205, Introduction to the Theater; 40.330, Phonetics of American English.
2. Advanced courses selected from two groups of courses — 18 semester hours.
 - (a) Nine semester hours chosen from the following: 40.215, Group Discussion; 40.220, Oral Interpretation of Literature; 40.320, Reader's Theater; 40.340, Argumentation and Debate.
 - (b) Nine semester hours from the courses in dramatics: 40.270, Acting; 40.280, Stagecraft; 40.370, Play Directing I.
3. Six semester hours to complete the major program chosen from the following groups:
 - (a) Three semester hours chosen from the following: 40.300, Speech Pathology I; 40.328, Introduction to Audiology.
 - (b) Three semester hours chosen from the following: 6.312-313, History of the Dramatic Form; 6.315-316, Shakespeare; 6.321, Contemporary Drama; 6.324, Development of the English Drama.
 - (c) Three semester hours chosen from the following: 40.272, Speech and Language Development; 40.282, Semantics; 40.430, Speech Science; 6.431, Structure of the English Language.

The student who prepares to teach in the high school is also required to complete 5.389, Teaching Speech and Drama in the Secondary School.

MAJOR IN SPEECH PATHOLOGY AND AUDIOLOGY

Students who plan to become speech and hearing therapists pursue a course of study in speech which prepares them for institutional work, such as speech correction in the public schools. It is important, therefore, that they meet the demands for certification by the State Department of Education or other professional agencies.

The program for the major in speech pathology and audiology is implemented by courses from the Department of Psychology and the Department of Education. The prospective major should, therefore, expect to pursue a minor program in these subjects.

Students who major in this program should expect to participate in the work of the college speech clinic and its services. They are asked to complete 200 clock hours of supervised practice in the clinic and in the classroom, for which they receive credit in Clinical Practice.

The department makes a periodic evaluation of the work of each student. Department approval is necessary for the student to continue the major in his senior year.

Curriculum in Speech Pathology and Audiology

The Department proposes the following curriculum for the undergraduate who wishes to major in Speech Pathology and Audiology and meet certification requirements as a speech and hearing therapist in the public schools. The requirements for the major are:

1. Satisfactory completion with a grade-point average of 2.0 or better of 36 semester hours of Speech Pathology, Audiology, related technical and scientific content courses, and clinical practice in speech correction.

Minimum general requirements are: 40.200, Voice and Diction; 40.272, Speech and Language Development; 40.282, General Semantics; 40.300, Speech Pathology I; 40.310, Speech Pathology II; 40.328, Introduction to Audiology; 40.330, Phonetics; 40.420, Communication Problems of the Deaf and Hard of Hearing; 40.430, Speech Science; 40.450, Clinical Practice in Speech Correction.

The additional six semester hour requirements for the major should be elected from the following courses: 40.315, Stuttering — Etiology and Therapy; 40.317, Cleft Palate and Laryngeal Disorders; 40.460, Neuro-pathologies of Speech; 40.475, Aphasia and Related Language Disorders; 40.480, Clinical Counseling in Audiology and Speech Pathology.

2. Satisfactory completion of 18 semester hours of selected courses in psychology and education. (Education is limited to 9 semester hours.) Recommended are: 20.203, Human Growth and Learning; 20.308, Psychology of Learning; 20.404, Psychology of Individual Differences; 20.410, Introduction to Tests and Measurements; 20.420, Mental Hygiene; 20.460, Introduction to the Exceptional Child; 5.105, Introduction to Teaching; 5.380, Survey of Education; 5.410, Foundations of Education.
3. Satisfactory completion of 200 clock hours of supervised clinical practice in speech therapy.
4. Students that plan further study or future graduate study should choose the following as electives: 11.301, Statistics and Probability I; 11.302, Statistics and Probability II.
5. Candidates for the Bachelor of Science degree must meet the requirements outlined by the Speech Department in addition to those specified on page 47 of the college catalog.
6. Prospective candidates for the degree of Bachelor of Arts must meet the requirements outlined for the Bachelor of Science degree and in addition elect 12 hours in a foreign language.

MAJOR IN THEATER ARTS

The major in Theater Arts is time consuming and physically demanding. Majors must be free to participate in theater activities evenings and weekends. Only students who are in good health are encouraged to undertake the program.

Participation in the college drama productions is a part of the educational program of Theater Arts majors. At the end of each academic year each major will meet with a committee of the theater faculty to discuss and evaluate the student's work in theater.

At the end of the sophomore year, students must be approved individually by the department each semester in order to continue in the program.

The Curriculum

The Major in Theater Arts is an Arts and Sciences major only.

1. Required of all majors: 40.205, Introduction to Theater; 40.270, Acting I; 40.280, Stagecraft I; 40.370, Directing I; (prerequisites: 40.205 and 20.270); 6.312, History of Dramatic Form; 6.313, History of Dramatic Form.
2. Elect at least 6 hours from the following: 6.315, Shakespeare (Comedies); 6.316, Shakespeare (Tragedies); 6.321, Contemporary Drama; 6.324, The Development of the English Drama.

3. Elect at least 3 hours from the following: 40.360, Stage Lighting (prerequisite: 40.280); 40.380, Design for the Stage (prerequisite: 40.280); 40.470, Directing the Period Play (prerequisite: 40.370 and 371).
4. Majors must complete a total of 35 credit hours in theater or dramatic literature. They must, therefore, elect at least 9 additional hours either from the courses listed in sections 2 or 3 above, or from the following: 40.220, Oral Interpretation of Literature; 40.320, Readers' Theater; 40.225, Drill in Voice and Movement for the Stage I; 40.226, Drill in Voice and Movement for the Stage II; 40.250, Costuming I; 40.251, Costuming II; 40.281, Stagecraft II; 40.371, Directing II; 40.375, Acting II; 40.490, Problems in Theater; 40.491, Problems in Theater.

CURRICULUM FOR A MINOR IN SPEECH AND DRAMA

Students who desire it may pursue a minor program in the area of General Speech. The department does not offer a minor, however, in the curricula of speech pathology — audiology and theater and drama.

Requirements for a minor in General Speech are the satisfactory completion of 18 semester hours of speech and drama courses including — 40.100, Fundamentals of Public Speaking; 40.200, Voice and Diction; 40.205, Introduction to the Theater; 40.220, Oral Interpretation or 6.xxx a course in dramatic literature; 40.330 Phonetics.

EQUIVALENCY EXAMINATION

Freshmen students entering the college whose standing in the freshman tests places them in the highest percentile ranks may elect to take an equivalency test in Speech. Success in passing the equivalency test will permit the student to be excused from the required freshman course in Speech, or if desired, to substitute a more advanced course for the basic course.

Equivalency tests are given during the Freshman Orientation Week. Freshman students who are eligible to take the equivalency test will be notified by the Registrar of the college. Students who are nominated and wish to take the test should consult with the Coordinator of the Speech Department during Freshman Week.

ORAL SKILLS PROFICIENCY TEST

Each undergraduate student who enters the department as a major in Speech and Drama is required to take a diagnostic oral skills examination during the first semester of his Junior year. The examination serves to evaluate the student's present proficiency in extemporaneous speaking and interpretative reading of literature. The test will also be a means for judging the

student's adequacy in voice and diction. A committee of the faculty of the department will evaluate each student's performance and make recommendations either for excusing the student from certain basic courses, or on the basis of the test, require the student to take courses in any of the areas in which he shows any deficiency—public speaking, oral interpretation, and voice and diction.

Since this examination is diagnostic in nature, it is not necessary for the student to have completed courses in this department and this college before taking the examination. It is necessary for the student to take the examination during his first semester as a Junior. Dates for the proficiency test are posted each semester in the Speech Department Offices. Application blanks and descriptions of the test may be obtained in the office of the speech coordinator.

GENERAL SPEECH COURSES

- *40.090 CORRECTIVE SPEECH (0) Speech correction and improvement for students who have defective speech. Teachers college students who register for the course must pass it before they begin practice teaching
- **40.100 FUNDAMENTALS OF PUBLIC SPEAKING (2) Principles and practice of public speaking. Emphasis placed on the informative speech.
- 40.200 VOICE AND DICTION (2) Analysis of articulatory and vocal usage as they relate to spoken language. Improvement of skills in voice, articulation, and pronunciation.
- 40.215 GROUP DISCUSSION (2) Theory and methods of group discussion; practice in forums, panels, and other forms of group communication.
- 40.218 ADVANCED PUBLIC SPEAKING (3) Rhetorical and psychological principles involved in influencing individuals and groups. Practice in the composition and delivery of the persuasive speech. Prerequisite: 40.100 or consent of the instructor.
- 40.220 ORAL INTERPRETATION OF LITERATURE (3) General principles of oral reading and the art of interpretation in poetry, drama, and the short story. Prerequisite: 40.100 or consent of the instructor.
- 40.282 GENERAL SEMANTICS (3) The effects of language and symbols upon individual adjustment and maladjustment. Semantic applications in audiology, education, speech pathology, and other arts and sciences. Prerequisite: 40.100.
- 40.320 READERS THEATER (3) Oral interpretation of selections from dramatic literature and individual and group reading. Includes principles of selecting, cutting and programming the literature. Prerequisite: 40.220 or consent of instructor.
- 40.330 PHONETICS OF AMERICAN ENGLISH (3) Analysis of the speech sounds of American English and the use of phonetic symbols to record them. Emphasizes ear training, phonetic transcription, and language recordings. Prerequisite: 40.100.

* Students with defective speech, or articulation that is materially substandard will be required to work in the speech correction class and to pass the work of that course before they are given credit for the course in public speaking.

** If a student has a superior record on his entrance examination and if he is recommended by the Speech Department as a candidate for exemption from 40.100, he may request an examination prior to registration to exempt him from that course.

- 40.340 ARGUMENTATION AND DEBATE (3) Essentials of argumentation; research, analysis, evidence, reasoning, case construction, and refutation; applications in public speaking and college debate.
- 40.430 SPEECH SCIENCE (3) Lectures, readings, and demonstrations presenting the structure and function of the physiological systems involved in respiration, phonation, resonance, and articulation. Fundamentals of the physiology of the speech mechanism and the physics of sound transmission. Prerequisite: 40.330.

COURSES IN SPEECH PATHOLOGY AND AUDIOLOGY

- 40.272 SPEECH AND LANGUAGE DEVELOPMENT (3) Analysis of normal speech and language development. Phonetic, semantic, and syntactic elements in the speech of children. Physiology and psychology of language learning. Children with delayed or retarded speech.
- 40.300 SPEECH PATHOLOGY I—PRINCIPLES AND METHODS OF SPEECH CORRECTION (3) Educational principles that govern, in general, the teaching of exceptional children, and, in particular, the analysis and correction of functional speech defects.
- 40.310 SPEECH PATHOLOGY II (3) Analysis of the causes and symptoms of organic speech defects and the speech diagnosis and treatment of these defects. Prerequisite: 40.100 and 40.300.
- 40.315 STUTTERING—ETIOLOGY AND THERAPY (3) Analysis of etiologies, symptoms, and therapeutic management of stuttering. Prerequisite: 40.282 or consent of the instructor.
- 40.317 CLEFT PALATE AND LARYNGEAL DISORDERS (3) Etiologies, symptoms, and therapeutic management of disorders associated with cleft palate, vocal nodules, contact ulcer, vocal fold paralysis, and various kinds of dysphonia. Prerequisites: 40.300 and 40.310.
- 40.328 INTRODUCTION TO AUDIOLOGY (3) Anatomy and physiology of the hearing mechanism symptoms and causes of hearing disorders. Prerequisite: consent of instructor.
- 40.420 COMMUNICATIVE PROBLEMS OF THE DEAF AND HARD OF HEARING (3) Objectives and techniques for the teaching of lip-reading, speech conservation, and auditory training. Prerequisite: 40.328.
- 40.450 CLINICAL PRACTICE IN SPEECH CORRECTION (2-4) Clinical observation of and practice in corrective procedures with various types of speech disorders in the college speech clinic, Lida Lee Tall School, and public schools. Credit is for 2, 3, or 4 semester hours, depending upon the number of hours of assigned observation and practice. Prerequisite: 40.300.
- 40.460 NEUROPATHOLOGIES OF SPEECH (3) Speech and language disorders related to neuro-pathologies. Diagnosis, appraisal, and therapeutic management of cerebral palsy, aphasia, and dysarthria. Prerequisites: 40.300 and 40.310.
- 40.475 APHASIA AND RELATED LANGUAGE DISORDERS (3) Speech and brain mechanisms. Analysis of language problems of aphasia and dysphasia manifested by impaired reading, writing, listening, and speaking. Comparative analysis of this language disorder in children and adults. Prerequisites: 40.300 and 40.310.
- 40.480 CLINICAL COUNSELING IN AUDIOLOGY AND SPEECH PATHOLOGY (3) Systems of directive and nondirective counseling utilized by speech and hearing clinicians for the management of organic and nonorganic disorders. Techniques of interviewing, case history recording, and the conditioning of semantic reactions through interpersonal interaction. Prerequisites: 40.282, 40.300, and 40.310.

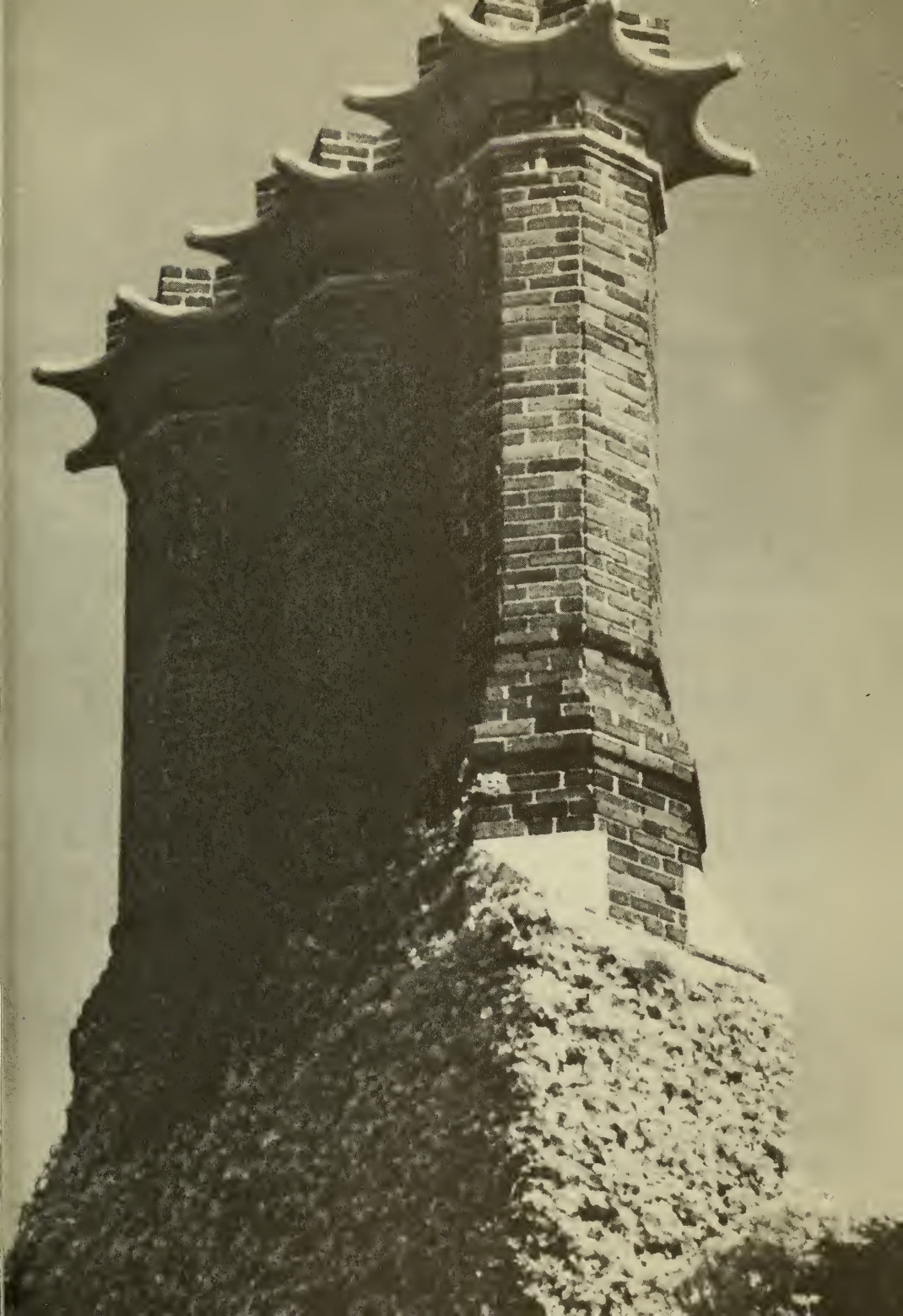
THEATER AND DRAMA COURSES

- 40.205 INTRODUCTION TO THE THEATER (2) Widens the students' theatrical experience through study of the various types, styles, and production processes of the theater. Theater as a public art and its relationship to our culture.

- 40.225 DRILL IN VOICE AND MOVEMENT FOR THE STAGE (1)
- 40.226 DRILL IN VOICE AND MOVEMENT FOR THE STAGE (II) Analysis of individual problems in voice and movement for the stage, and drill in corrective exercises.
- 40.250 COSTUMING I (3) An historical study of costume from the ancient Egyptian civilization to the Renaissance. Problems in costume design and construction. Work on crews for college drama productions.
- 40.251 COSTUMING II (3) An historical study of costume from the neo-classic period to the present. Problems in costume design and construction. Work on costume crews for college drama productions.
- 40.270 ACTING I (3) Theory and practice of acting. The development of the actor's imagination and technique through improvisations, pantomimes, exercises, and simple scenes.
- 40.280 STAGECRAFT I (3) Technical aspects of play production including scene construction, scene painting, property building and stage lighting. (Third credit earned by working on technical crews for college drama productions.)
- 40.281 STAGECRAFT II (3) Technical aspects of play production, stage machinery, rigging, shifting and touring. Emphasis upon planning and organizing the technical production. (Third credit earned by supervising crews for college drama productions.) Prerequisite: 40.280.
- 40.360 STAGE LIGHTING (3) Theory of light and electricity with emphasis on the planning of light plots. Aesthetic effect of stage lighting and problems of lighting small stages with minimum equipment. Prerequisite: 40.280 or consent of instructor.
- 40.370 PLAY DIRECTING I (3) Fundamentals of play directing through exercises in composition, picturization, rhythm, business and movement. Emphasis upon directorial play analysis. Prerequisite: 40.205 and 40.270 or consent of instructor.
- 40.371 PLAY DIRECTING II (3) Directorial controls in the major types of drama. Projects in directing short scenes and the one act play. Prerequisite: 40.370 or consent of instructor.
- 40.375 ACTING II (3) Theory and practice of acting. Work in role analysis and character building. Prerequisite: 40.270 or consent of instructor.
- 40.380 DESIGN FOR THE STAGE (3) Theory and practice of designing scenery for the stage. Includes a study of the relationship of the set design to the script and other elements of production; an examination of research techniques in preparation for scene designing and practice in designing scenery for many styles and types of drama. Prerequisite: 40.280 or consent of instructor.
- 40.390 CHILDREN'S THEATER (2) Technique and theory of playmaking for children. Participation in story telling, story dramatization and production, improvisation, rhythms, pantomime, and puppetry.
- 40.470 DIRECTING THE PERIOD PLAY (3) Research techniques and directorial approaches to period drama. Individual directing projects of scenes from representative period dramas. Prerequisite: 40.370 and 40.371 or consent of instructor.
- 40.490 PROBLEMS IN THEATER, I (1, 2, or 3 hours).
- 40.491 PROBLEMS IN THEATER II Independent study of an academic or creative nature. For majors only. Prerequisites: Approval of plan of study by instructor and department chairman.

For additional courses see English Department:

- 6.312, 6.313 HISTORY OF DRAMATIC FORM; AND EDUCATION DEPARTMENT.
- 5.389 SPEECH AND DRAMA IN THE SECONDARY SCHOOL.
- 5.393 SPEECH IN THE ELEMENTARY SCHOOL.



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Donald J. Slowinski, <i>Director of Admissions</i>
James L. Moore, <i>Registrar</i>
Genevieve Heagney, <i>Principal, Lida Lee Tall Laboratory School</i>
Dorothy W. Reeder, <i>Librarian</i>
Orrielle Murphy, <i>Dean of Students</i>
Francis J. LeMire, <i>Assistant Dean of Students</i>
Mary Lee Farlow, <i>Director of Residence Halls</i>
Karl J. Moser, <i>Business Manager</i>
Odin Tidemand, <i>Maintenance Superintendent</i>
Ethel G. Gardner, <i>Dietitian</i>

FACULTY AND STAFF 1964-1965

The date in brackets following the listing of each person is the date of first appointment in the college.

EARLE T. HAWKINS, *President*

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B.A., University of California at Berkeley; M.A., Columbia University; Ed.D., Teachers College, Columbia University. (1953)

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- SYDNEY JAMES, *Instructor, English*
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- HESTER GRAHAM JEFFERS, *Instructor, Mathematics*
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- MARY CATHERINE KAHL, *Associate Professor, History*
A.B., M.A., University of Maryland. (1943)
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B.A., University of Nanking, China; M.A., Ph.D., State University of Iowa. (1964)
- ELEANORE KARFGIN, *Assistant Professor, Laboratory School*
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- EILEEN B. KARPELES, *Instructor, English (Part-time)*
Ph.B., University of Chicago; B.S., M.A., Ohio University. (1964)
- EARL W. KILLIAN, *Associate Professor, Physical Education*
B.S., University of Alabama; M.A., Teachers College, Columbia University. (1950)
- THEODORA R. KIMSEY, *Assistant Professor, Laboratory School*
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- HARVEY E. KIRSTEL, *Instructor, Art*
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- CATHERINE R. LANE, *Instructor, Library*
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- FRANCIS J. LEMIRE, *Assistant Professor, Assistant Dean of Students*
B.A., M.A., University of Michigan. (1963)
- ROBERT L. LEVIN, *Instructor, Speech, Drama*
B.F.A., M.F.A., Carnegie Institute of Technology. (1962)
- CARYL E. LEWIS, *Instructor, Biology*
B.A., Western Maryland College; M.A., Bryn Mawr College. (1960)
- JOHN SMITH LEWIS, *Professor, English*
A.B., Harvard University; A.M., Brown University; Ph.D., New York University. (1957)
- CAROL A. LINDQUIST, *Instructor, English*
B.A., Colby College; M.A., Bowling Green State University. (1964)
- ROBERT A. MAGILL, *Assistant Professor, French*
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- CARMELINA MARINO, *Assistant Professor, Laboratory School*
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- MARY E. MARSHALL, *Instructor, Physical Education*
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- CURTIS V. MARTIN, *Associate Professor, Geography*
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- JOHN J. MATERELLA, *Instructor, Education*
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- JOHN CARTER MATTHEWS, *Professor, History*
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- MARIALUISA MCALLISTER, *Associate Professor, Mathematics*
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- JOHN W. MCCLEARY, *Professor, History*
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- KENNETH MCCUSKER, *Instructor, Psychology (Part-time)*
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- JAMES L. MOORE, *Assistant Professor, Registrar*
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B.S., West Virginia University. (1960)

VERNON WANTY, *Assistant Professor, English*

B.A., Westminster College; M.A., Michigan State University. (1960)

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B.S., Towson State Teachers College. (1964)

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A.B., M.A., University of Maryland. (1964)

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B.S., University of Missouri; M.A., E.D., Teachers College, Columbia University. (1964)

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B.A., William Smith College; B.S. in Library Science, Carnegie Institute of Technology. (1949)

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B.S., Georgia Southern College; M.A., George Peabody College for Teachers. (1957) (On sabbatical leave 1964-65)

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Box #73 — Prettyman, Towson State College, 21204



ACADEMIC CALENDAR 1965-1966

Fall Semester

September 12	Sunday	Residence Halls open for new students 1.00 p.m.-4:00 p.m. Dining Hall open 5:15 p.m.
September 13, 14, 15		Orientation and Registration for new students.
September 14	Tuesday	Residence Halls open at 1:00 p.m.-4:00 p.m. for returning students scheduled to register 8:00 a.m.-12:00 noon on Wednesday, September 15.
September 15	Wednesday	Registration for students who did not register in advance. Residence Halls open at 9:00 a.m. for returning students scheduled to register 12:00 p.m.-5:00 p.m. Wednesday, September 15.
September 16	Thursday	Classes begin at 8:00 a.m.
September 17-22		Student schedule changes.
October 14	Thursday	Last day for dropping a course without receiving a grade of pass or fail.
November 5	Friday	Mid-semester.
November 9	Tuesday	Mid-semester evaluation of students due.
November 24	Wednesday	Thanksgiving Holiday begins at 2:00 p.m. Dining Room closes at 2:00 p.m. Residence Halls close at 3:00 p.m.
November 28	Sunday	Residence Halls open at 3:00 p.m.
November 29	Monday	Classes resume at 8:00 a.m. Dining Hall opens at 7:00 a.m.
December 17	Friday	After last class — Christmas vacation begins. Residence Halls and Dining Room close at 6:30 p.m.
January 2	Sunday	Residence Halls open at 3:00 p.m.
January 3	Monday	Dining Hall opens at 7:00 a.m.; classes resume at 8:00 a.m.
January 14	Friday	Last day of classes for first semester.
January 17	Monday	Semester examinations begin.
January 24	Monday	Semester examinations and semester ends at 6:00 p.m. Residence Halls and Dining Hall officially close at 6:30 p.m.

Spring Semester

January 31	Monday	Residence Halls open for new students and returning students — 9:00 a.m.-11:00 a.m. Dining Room open 11:30 a.m.
January 31 and February 1		Orientation and registration for new students.
February 1	Tuesday	Registration for students who did not register in advance.
February 2	Wednesday	Classes begin at 8:00 a.m.
February 3-8		Student schedule changes.
March 2	Wednesday	Last day for dropping a course without receiving a grade of pass or fail.
March 24	Thursday	Mid-semester.
March 28	Monday	Mid-semester evaluation of students due.
April 7	Thursday	After last class — Spring and Easter vacation begins. Residence Halls and Dining Room close — 6:30 p.m.
April 17	Sunday	Residence Halls open at 3:00 p.m.
April 18	Monday	Dining Room open 7:00 a.m.; classes resume 8:00 a.m.
May 24	Tuesday	Last day of classes for second semester.
May 25	Wednesday	Reading Day.
May 26	Thursday	Semester examinations begin.
June 2	Thursday	Semester examinations and second semester end — 6:00 p.m. Residence Halls close for all except Seniors — 6:30 p.m.
June 5	Sunday	Commencement. Dining Room closes 1:00 p.m. Residence Halls close at 5:00 p.m.



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CORRESPONDENCE DIRECTORY

Telephone Number: 823-7500 — Switchboard open 8:00 a.m.-8:00 p.m.
week days; 9:00 a.m. to 12:00 noon Saturday

Office Hours: 8:30 a.m.-5:00 p.m. week days during academic year
8:30 a.m.-4:30 p.m. week days during summer session

Mailing Address: Towson State College
Baltimore, Maryland 21204

Specific correspondence should be addressed as follows:

ADMISSIONS	<i>Director of Admissions</i>
BUSINESS	<i>Business Manager</i>
CURRICULUM AND INSTRUCTION	<i>Dean of Instruction</i>
GENERAL INFORMATION	<i>President</i>
HOUSING OF STUDENT	<i>Director of Residence Halls</i>
SCHOLARSHIPS AND FINANCIAL AIDS	<i>Assistant Dean of Students</i>
STUDENT AFFAIRS AND WELFARE	<i>Dean of Students</i>
TRANSCRIPTS, ACADEMIC RECORDS, REGISTRATION	<i>Registrar</i>

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TOWSON STATE COLLEGE



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CENTENNIAL YEAR



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THE COLLEGE

The Towson program rests fundamentally on the idea that a liberal education is indispensable for the preservation of a free society. Secondly, it rests on the belief that the means of acquiring special competence should be available at the undergraduate level in a tax-supported multi-purpose college.

These two principles go hand in hand. If it is vital that all students take on the mental habits and values necessary to thoughtful citizenship, it is also important that every student be able to acquire a sense of professional direction. The curriculum is designed, then, so that all students will pursue those studies — the traditional arts and sciences — that promote critical thought about man and his environment; intellectual or occupational bent.

HISTORY

Towson State College, the oldest and largest of Maryland's public colleges, traces its history back to 1865. At that time the General Assembly of Maryland established a state-wide public school system and authorized the first state teacher training institution, The Maryland State Normal School, later known as the State Teachers College at Towson, and since 1963, Towson State College.

Formally opened in Baltimore on January 15, 1866, the Normal School was, for many years, the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The School occupied three different locations in the city of Baltimore before moving to its present suburban location in 1915.

In 1946 the arts and sciences program was introduced at Towson. Beginning as a two-year transfer program, it was extended to a four-year, degree-granting program in 1960.

A graduate program for elementary school teachers leading to the Master of Education degree was inaugurated in 1958.

In 1963 the College was authorized, by action of the Legislature, to expand its offerings in the arts and sciences while maintaining a strong pro-

gram in teacher education and to change its name from State Teachers College at Towson to Towson State College.

In 1965 the College expanded its graduate program to include offerings for guidance counselors and secondary school teachers.

In 1966 the College completed 100 years of service to the State, having graduated more than 12,000 students during its first century.

ACCREDITATION

Towson State College is accredited by the Middle States Association of Colleges and Secondary Schools, the Maryland State Board of Education and the National Council for the Accreditation of Teacher Education. The College is a member of the American Council on Education and is approved by the American Association of University Women.



BOARD OF TRUSTEES

The College is governed by a nine-member Board of Trustees—eight members appointed by the Governor for nine-year terms—and the state superintendent of schools, a permanent member, *ex officio*. This same board also controls the four other state colleges that were formerly teachers colleges.

Created by the General Assembly of 1963, the Board was a recommendation of the Commission for the Expansion of Public Higher Education in Maryland and replaced the State Board of Education as the College's controlling agency.

THE CAMPUS

Situated a mile and one half beyond the northern border of the city of Baltimore, the College site is fortunate to be able to maintain the atmosphere of a suburban campus.

Within a five-mile radius of the campus are all the cultural advantages of the city of Baltimore—the Peabody Conservatory of Music and Library, the Enoch Pratt Free Library, the Walters Art Gallery, the Baltimore Museum of Art, and the many theaters, galleries, and other cultural centers necessary for a well-rounded college experience.

The wooded Towson State campus is one of the most beautiful in this part of the country.

FUTURE DEVELOPMENT

Located in one of the fastest growing areas of the country, Towson State's enrollment is doubling every five years. By 1970 an enrollment of more than 8,000 is expected and by 1975 an enrollment of more than 14,000 is projected.

In order to accommodate this rapid growth, an extensive expansion of existing programs and buildings is under way. The evening program and summer sessions are being expanded and new majors in the arts and sciences are being offered. A new science building was occupied in the fall of 1965, and funds have been allocated for the construction of a new gymnasium, additional athletic fields, and enlarged kitchen and dining facilities.

In the planning stage are other classroom buildings, larger library facilities, a student union building, another men's residence hall, and a service building.

Through the efforts of the Board of Trustees, the State Planning Commission, the Governor and the Legislature, Towson State College has been fortunate in being able to add more than 60 acres to its campus, bringing the present total to nearly 300 acres,



ADMISSION

Admission to Towson State College is granted to all applicants whose academic and personal qualifications give promise of success in the College. Because of limited facilities, the College reserves the right to close admissions when no further space remains. It is therefore advisable for high school students to make their college choice at the close of their junior year or early in their senior year.

Students seeking admission should file applications in the late fall or early winter of the senior year. It is requested that all admission material reach the College not later than March 1, prior to the September when admission is desired. Admission for February is limited to students with advanced standing (one year or more of college work completed) or students who have been out of high school at least one year. No applications for February admission will be accepted after December 1. All admission material for February entrance must be complete by January 1.

Applicants with excellent records are granted admission on the basis of high school work completed, with the condition that the remaining high school work will be satisfactory. Candidates for admission to Towson State College are strongly urged to complete a college preparatory program in high school.

The following are the admission requirements established by the Board of Trustees of the State Colleges:

- "1. Admission to the State Colleges shall be determined without regard to race, color, religion, or sex.*
- 2. Admission: High school graduates*
 - A. Admission shall be granted to graduates of high schools on the basis of grades, rank, admission test scores, and such other evidence, including the recommendations of appropriate high school officials, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.*
 - B. No admission offer shall be made prior to receipt of a candidate's scores on the admission tests administered in the candidate's senior year or subsequent thereto, except as herein provided. Early admission* may be*

** Towson does not have an early admission plan.*

offered to not more than a maximum of twenty percent of the anticipated enrollment in the freshman class. Such an offer shall be made only to an applicant of demonstrated superior scholarship and promise, as evidenced by his record through the junior year and by his performance on the admission tests administered in his junior year or subsequent thereto.

- C. The tests to be used for admission purposes shall be the College Board Scholastic Aptitude Tests, effective with applicants for admission in September, 1967.*
- D. Admission prior to graduation from high school shall be conditional upon completion of the high school curriculum in a manner that would qualify the student to admission under paragraph A.*
- E. In the evaluation of academic credentials no preference shall be granted, as between residents of the State, upon the basis of their places of residence.*
- F. Completion of a college preparatory curriculum shall not be a condition of admission. High school graduates who have not followed a college preparatory curriculum, but whose grades, rank, and aptitude test scores indicate the potential to complete a college degree program, shall not be denied admission on that ground.*

3. Admission: non-graduates of high school

Admission shall be granted to applicants who are not high school graduates on the basis of high school equivalence examinations, the admission test scores, and such other evidence, including the recommendations of appropriate persons, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.

4. Admission: Out-of-state and foreign students

- A. A maximum of fifteen percent of the total student body at each college may be composed of out-of-state students and foreign students not resident in Maryland. However, the college will be expected to meet its obligations to qualified resident students before approaching the maximum enrollment of out-of-state and non-resident foreign students.*
- B. A foreign student not resident in the United States shall receive the same schedule of fees as a Maryland resident, provided, however, that he shall not receive free tuition in the teacher education program.*

5. Admission: Determination of residence

In order to be considered a resident of Maryland for any given semester, it is necessary that:

- (1) *The applicant shall have been domiciled in the State of Maryland for at least six months immediately preceding the registration date for that semester*
- (2) *The applicant, his parents, the person(s) in loco parentis, or the applicant's husband or wife, shall have been bona fide taxpayers to the State of Maryland for the six months immediately preceding the registration date, or shall be qualified voters at that date.*

A person stands in loco parentis to a child when he has put himself in the situation of a lawful parent by assuming the obligations incident to the parental relation without going through the formalities necessary to legal adoption. The determination of such status will be on a case by case basis. The college will look to who has custody or control of the child, who is financially supporting the child, and who has assumed general responsibility for his welfare.

6. Admission: Advanced undergraduate standing

- A. *An applicant for advanced undergraduate standing must present from a college or university regionally accredited or accredited by the Maryland State Department of Education, the last that he attended, a transcript and record showing he left in good standing. Credit shall be allowed for all courses that approximate the requirements of the particular college, or, if not offered at the college, are approved by the appropriate department of the college, or, in the absence of an appropriate department, by the Curriculum Committee of the college. No transfer credit shall be allowed for courses in which the applicant has earned a "D" or "F" grade. In all cases the applicant must spend the final year "in residence" at the college as a full-time student. Exemption from the above requirements may be granted on an individual basis by the President of the college, except that in no case shall transfer credit be allowed for courses in which the applicant has earned a "D" or "F" grade.*
- B. *It is the policy of the Board of Trustees that every effort shall be made to facilitate the transfer of graduates from the community-junior colleges of the State of Maryland to the State Colleges. Such graduates who have pursued a transfer program and who have achieved an Associate in Arts Degree within four semesters in the case of full-time students, or the equivalent in the case of part-time students shall have priority over other transfer applicants for upper class standing. The equivalency of their credits shall be given a liberal interpretation. Nothing in this paragraph, however, shall be construed to allow transfer credit for courses in which the applicant has earned a "D" or "F" grade."*



ADMISSIONS PROCEDURE

1. An applicant should secure an application form from the guidance department of the high school or from the Admissions Office of the College.
2. The applicant should complete part I of the application form and forward it with the application fee of ten dollars to the Director of Admissions. Part II of the application form is to be given to the high school counselor at the time of submitting part I to the College. The high school counselor is to complete part II and forward it to the Director of Admissions.
3. The applicant should arrange to take the required test (Scholastic Aptitude Test). Students should take the December administration of the SAT.

ADVANCED PLACEMENT AND ADVANCED CREDIT FOR ENTERING STUDENTS

The College does not wish students to repeat work already taken. Entering freshmen who have had the opportunity for advanced work may receive advanced placement (and in some cases advanced credit) for this work.

During the summer prior to registration or during the opening week, freshmen take placement tests in various fields, and registration is based on the results of these tests.

Students who would like advanced credit as well as advanced placement are required to take the Advanced Placement Tests of the College Entrance Examination Board in May of the senior year of secondary school. These tests are scored and sent to the College about September 1; they are then considered along with grades in these subjects and the recommendations by departments concerned. At the time of registration students are notified about advanced placement and credit.

A bulletin of information about the Advanced Placement Tests may be secured from the College Entrance Examination Board, P. O. Box 592, Princeton, N. J.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Maryland students applying for admission to the teacher education program who wish to be exempt from paying tuition may sign a pledge to teach two years in Maryland public schools immediately following graduation unless temporarily released by the State Board of Education.

Such students who, for any reason, cannot teach immediately upon graduation are expected to secure a deferment or a release from the President of the College.

Deferments may be granted for periods of one or two years for reasons deemed valid by the President. A release from the pledge to teach is granted only in rare circumstances when it is obvious that fulfilling the pledge would be a virtual impossibility.

A student who, upon graduation, does not teach and does not obtain a release or deferment shall have entered on his permanent record a statement that he did not fulfill his obligation to the State.

Students who do not wish to sign the pledge must pay tuition.

EVENING PROGRAM; SUMMER SESSION AND PART-TIME STUDENTS

Information pertaining to these programs may be obtained by referring to the Evening College Catalogue or the Summer Session Bulletin.



EXPENSES

TUITION

Maryland residents who register for the teacher education program are relieved of paying tuition if they pledge at least two years of teaching service in the public schools of Maryland upon graduation.

Those who enroll in the arts and sciences program, and those in teacher education program who do not sign the pledge to teach, pay \$200 per year tuition.

For out-of-state students the tuition is \$450 per year for enrollment in either the arts and sciences or teacher education program.

Part-time students (normally those who register for less than 12 semester hours) in the regular session, and all summer and evening session students pay fifteen dollars per credit hour each semester.

Tuition charges are subject to change at any time by action of the Board of Trustees.

HOUSING AND BOARDING COSTS

Students who live on campus pay \$550 for room and board for the academic year. For all students who live off campus and who have been approved as resident students, the cost for meals is \$350 for the academic year.

As residence space becomes available, those students who are eligible to reside in residence will be requested to room in one of the halls. For those students who enter the residence hall after the beginning of a semester, the charge will be prorated for the remainder of the semester plus one week.

Rates for living expenses are subject to change by the Board of Trustees.

OTHER FEES AND EXPENSES

An activities fee of twenty-five dollars a year is assigned to the Student Government Association fund for class dues, student publications, dramatics, assembly programs and other authorized projects.

An athletic fee of fifteen dollars a year is used to support the College's program in intercollegiate and intramural athletics.

A limited number of lockers are available upon request at the Business Office for student use. The College assumes no responsibility for personal property placed in the lockers. There is a \$1.00 locker fee and a fifty-cent gymnasium locker fee.

A curriculum fee of ten dollars each semester (twenty dollars per year) is used for supplies and materials for classroom instruction.

A graduation fee of ten dollars for those receiving a Bachelor's Degree and a twenty-five dollar fee for those receiving a Master's Degree.

Each student shares a mail box with one or more students. There is an annual fee of fifty cents for the mail box per student.

A student is expected to buy the textbooks for his courses. These may be purchased in the College Bookshop. Students are required to buy gymnasium suits for the courses in physical education.

A late registration fee of five dollars is charged to any student who does not pre-register as prescribed.

Upon the approval of the Board of Trustees of the State Colleges a twenty dollar College Centre fee will be assessed each semester to underwrite the construction cost of the new College Centre.

Evening and summer students are charged fifteen dollars per credit hour for courses audited and five dollars registration fee each semester.

Fees are subject to change at any time by action of the Board of Trustees.



*EXPENSES FOR MARYLAND RESIDENTS**Teacher education students who sign the pledge to teach*

	Semester I	Semester II	Total for Year
Activities Fee	\$ 25.00	....	\$ 25.00
Athletic Fee	15.00	....	15.00
Mail Box and Locker Fee	1.00	....	1.00
Curriculum Fee	<u>10.00</u>	<u>\$ 10.00</u>	<u>20.00</u>
Total Day Students	\$ 51.00	\$ 10.00	\$ 61.00
Room	\$100.00	\$100.00	\$200.00
Board	<u>175.00</u>	<u>175.00</u>	<u>350.00</u>
Total Boarding Students	\$326.00	\$285.00	\$611.00

Arts and sciences students and teacher education students who do not sign the pledge to teach

Fees as above	\$ 51.00	\$ 10.00	\$ 61.00
Tuition	<u>100.00</u>	<u>100.00</u>	<u>200.00</u>
Total Day Students	\$151.00	\$110.00	\$261.00
Room	\$100.00	\$100.00	\$200.00
Board	<u>175.00</u>	<u>175.00</u>	<u>350.00</u>
Total Boarding Students	\$426.00	\$385.00	\$811.00

PAYMENT OF FEES

All checks or money orders should be made payable to Towson State College for the exact amount of the charges. All fees are due and payable at the time of registration. No student will be admitted to classes until such payment has been made. A late fee of five dollars is charged when a check given in payment of fees is returned by the bank.

ADVANCE PAYMENTS

Each applicant must pay a non-refundable application fee of ten dollars and no application will be processed without this fee.

A deposit of twenty-five dollars for room reservation is required of all applicants who are eligible to live on the campus because of living outside the commuting boundaries. This fee is applied to the final amount of room and board due at the time of registration.

The above room deposit is refundable if the student cancels his applica-

tion and notifies the Admissions Office, in writing, prior to June 30 for those entering in September and prior to December 15 for those entering in February, or if the College denies admission to the applicant.

All advance payments are sent to the Admissions Office.

STUDENT TEACHER TRANSPORTATION FEE

Each student is responsible for his own transportation to and from his student teaching center.

Students unable to make other arrangements for transportation to centers not accessible by public transportation or by other means may apply for transportation at the College Business Office. Whenever possible, college vehicles will be made available to groups of students at rates specified below. Such transportation cannot be guaranteed, however.

Transportation to student teaching centers when provided by the College will be charged at the rate of sixty cents per day, payable in advance, for each student teaching experience. This will mean the following approximate amounts:

Students in the Kindergarten-Primary division — nineteen dollars per experience (thirty-eight dollars for both terms);

Students in the Elementary division — thirty-six dollars per experience;

Students in the Secondary division — thirty dollars per experience.

Amounts per experience are subject to change at any time.

No refunds will be made after the second week of full-time teaching.

No college vehicle will be sent: to centers within walking distance (two miles); to centers available by public transportation; to centers which may be reached through other arrangements which may be made with (1) students driving their own cars, (2) rides provided by teachers in the school, (3) other possible transportation facilities.

Vehicles will be made available only if at least five students are involved. The driver will be allowed to ride without payment of the fee.

LIABILITY FOR UNPAID TUITION

A Maryland student enrolled in the teacher education program who pays no tuition because of signing a pledge to teach in the State, is liable for unpaid tuition if he voluntarily withdraws from the teacher education program before graduation.

If he leaves before graduation or transfers to the arts and sciences program and requests a transcript for the purpose of continuing his education in

a college program which does not lead to teacher certification, he will be billed at the arts and sciences tuition rate for the education he obtained at the College.

He may be released from the above tuition payment if he transfers to a Maryland institution which has a teacher education program approved by the State Department of Education and if he reaffirms his pledge to teach for two years in the Maryland public schools upon graduation.

REFUNDS ON WITHDRAWAL

A student withdrawing from the College must complete an official withdrawal card and file it in the Registrar's Office before he is entitled to any refund. Refunds are made on the following basis:

Day Students

A day student who withdraws within two weeks after the beginning of the term is entitled to a refund of fees paid and to a refund of tuition for the semester minus ten dollars. After the two-week period no fees or tuition are refunded.

Resident Students

A resident student who withdraws from the College receives refunds for fees and tuition in accordance with the regulation for day students. The refund of payment for room and meals is subject to the following regulations:

1. A student who withdraws from the residence hall within two weeks after the beginning of the term will be charged for one week in excess of his residence in the College.
2. A student who withdraws from the residence hall at the request of the College after the first two weeks of any semester will be charged for one week in excess of his residence in the College.
3. A student who withdraws from the residence hall on his own or his guardian's initiative after the two weeks following the beginning of a term and before mid-semester will receive no refund of room and board for the first half of the semester. If the withdrawal occurs after the mid-semester, there will be no refund of room and board paid for the entire semester.



STUDENT LIFE PROGRAM

A Student Life Advisory Council, consisting of faculty members and students, coordinates the program and recommends the policy of the Student Life Program. College housing and boarding, the health program, financial aid, part-time employment, the advising and counseling programs, orientation of new students, student publications, clubs and religious groups, career guidance and placement and the operation of the College Centre are all parts of the student life program.

HEALTH SERVICES

Physical Health

Medical advice and emergency office treatment are available and free to all students. In case of contagious disease or acute illness parents are notified and are required to remove the student from the campus for the duration of the condition. The professional staff consists of the college physician, three full-time graduate nurses, and two licensed, full-time practical nurses. The physician maintains office hours at the College and is on call at all times.

A physical examination is required of all students prior to the time of admission. Additional examinations are given when conditions warrant. A student is expected to correct remedial defects immediately. Failure to follow the physician's instructions will jeopardize a student's status in the College. Annual chest X-rays are compulsory for all students. Health education and prevention of disease are essential parts of the college health program.

The College assumes no financial responsibility for illness of sufficient seriousness to require hospitalization, X-rays, or special treatment. The College does not assume financial responsibility for any injury incurred upon the athletic field or in any physical education class.

A student who has a physical condition which prevents complete participation in the regular physical education program may be permitted upon authorization of the college physician and the Academic Standards Committee to take a modified program or to be exempt from physical education requirements.

Mental Health

Recently a mental health center has been established as a part of the health services. Two college counselors and two part-time psychiatrists are available by appointment for consultation with members of the college community.

ACCIDENT INSURANCE

For the benefit of those students who wish to participate, the College enters into an agreement with an approved insurance company to cover students against any accidental injury either at college or at home during the college year. Participation in the plan is voluntary and costs approximately four dollars for women and six dollars fifty cents for men. Students desiring this coverage should make application at the Business Office.

RESIDENCE HALLS

Policies

Due to increasing enrollment and the limited facilities for campus living, applications for residence hall far exceed available space. To qualify for living on the campus, a student must be single and carry a minimum of twelve semester hours of credit.

Single students under twenty-one years of age who live in off-campus housing other than their legal residence must live in college-approved homes. They may take their meals regularly in the Residence Hall Dining Room by applying for a meal ticket through the Office of the Director of Residence. Off-campus students are responsible to the Director of Residence and must conform to residence regulations.

Priority for residence is given to students who reside beyond a twenty mile radius of any four year state institution. Assignments to rooms are made only after the student has had an interview with a member of the residence hall staff. Further information may be found in the brochure, *Housing at Towson State College*.

Students who have reserved a room and entered a residence hall may withdraw to become a day student only in case of change of residence or student teaching in their home areas. An adjustment of fees is made in the Business Office for special cases. If vacancies occur in the halls during the year, students on the waiting list who are commuting may be admitted according to their dates of admission to the College. A student who chooses to live elsewhere during his student teaching assignment forfeits his reserved space but may apply for another room in residence should he wish to return to campus.

Residence facilities are available to students only when college classes are in session. All residence students must leave the halls no later than twenty-four hours following their last examination at the end of each semester. No student is permitted to remain in residence more than forty-eight hours after he has ceased attending classes. Each student living in college housing must adhere to the regulations as stated in the *Handbook for Residence Living*.

Students responsible to the Director of Residence must sign a yearly contract for college sponsored housing. Acceptance for residence is on a yearly basis and not for the duration of a student's college career.



Activities

Men and women students in college housing elect as their governing bodies a Women's Residence Council and a Men's Residence Council. Each residence unit, in cooperation with the residence personnel, formulates policies



pertaining to group living and arranges a program of activities for the resident students. The Men's and Women's Judicial Boards handle cases of infractions in residence. Any student may be required to leave residence on the recommendation of the Judicial Board and its acceptance by college authorities.

Students who are absent frequently over weekends miss much of the education that living at college affords. Students are therefore encouraged to remain on the campus for as many weekends as possible.

FINANCIAL AID

All students attending the College receive a subsidy from the State, and residents of the State of Maryland enrolled in the teacher education program may elect to sign a two-year teaching pledge in lieu of paying tuition. Still, there are the costs of residence living, transportation, books and other incidental matters which some students are unable to meet. Limited assistance is available through scholarship funds or through student employment on campus.

The establishment of policy concerning student assistance, and the administration of funds are under the direction of the Committee on Financial Aid.

Scholarships

The Helen Aletta Linthicum Scholarships were established by the will of Helen Aletta Linthicum, widow of J. Charles Linthicum, who was a member of the class of 1886. The fund is administered by the trustees of the estate and the Financial Aid Committee. Both freshmen and upperclassmen are eligible for these forty-four awards. Eleven of the scholarships have been set aside for entering freshmen.

Income from the Sarah E. Richmond Loan Fund is allocated to students in the teacher education program. Four scholarships are usually awarded.

One upper-class student may receive the Minnie V. Medwedeff Endowment Scholarship. This award is made annually to an outstanding student selected by the trustees of the fund. The scholarship was established in memory of Minnie V. Medwedeff by her father. Miss Medwedeff was an instructor in the College from 1924 until her death in 1935.

Other scholarships, usually one hundred and twenty-five dollars, are donated by various community groups. Service clubs, parent-teacher associations, women's clubs, and businesses are among the groups which furnish scholarships. Some of the organizations ask the College to select the award winners and some select their own recipients.

Loans

Five loan funds have been established for college students. They are the Sarah E. Richmond Loan Fund, the College Loan Fund, the Edward Moulton Loan Fund, the National Defense Student Loan Program, and the Maryland Higher Education Loan Program. Loans are made at a low rate or at no interest.

The Sarah E. Richmond Loan Fund was established by Sarah E. Richmond, who was connected with the College for fifty-five years as student, teacher, principal, and dean of women. This fund has been increased by gifts from the alumni association. The Sarah E. Richmond Fund is administered by a special alumni committee consisting of Mr. George Schluderberg, Mrs. Grace Carroll, and Mrs. Mary N. Lynch. Requests for loans from this fund may be made to Mr. Schluderberg, 3613 Lochearn Drive, Baltimore 7, Maryland.

The College Loan Fund has a value of eleven thousand nine hundred dollars and was made by contributions from the following: the Class of 1900 Memorial to Katherine Muhlback, the Class of 1925, the Normal Literary Society, the Pestalozzi Society, the Reese Arnold Memorial, the Lillian Jackson Memorial, the Esther Sheel Memorial (Class of 1927), the Carpenter Memorial, the Eunice K. Crabtree Fund (gift of the Class of 1931), the Pauline Rutledge Fund (gift of the Class of 1934), the Pearle Blood Fund (gift of the Class of 1940), the 1933 Gift Loan Fund of Faculty and Students, the Gertrude Carley

Memorial, Washington County Alumni, the Grace Boryer Downin Fund, the Class of 1941 Fund, the Martha Richmond Fund, the Tower Light Fund, the M. Clarice Berch Fund (gift of the Class of 1951), the Bettie Sipple Fund sponsored by the Maryland Federation of Women's Clubs, the Lucy Scott Memorial Fund, the James B. O'Toole, Jr. Memorial Loan Fund, the Ellen Pratt Hamilton Memorial Loan Fund, and the Rodgers Forge PTA Loan Fund in Memory of Ellen Pratt Hamilton.

The Edward Moulton Fund, with assets of two thousand nine hundred dollars, established in memory of a student of the Class of 1957, is a short-term fund limited to seventy-five dollars and open to all students, interest free.

The National Defense Student Loan Program was established by the National Defense Education Act of 1958. The Act provides that the repayment of the principal of the loan, together with accrued interest thereon, shall be made to the College over a ten-year period beginning one year after the date when the borrower ceases to be a full-time student and ending eleven years after such date. The loan bears simple interest upon the unpaid balance at the rate of 3 per cent per year. Interest does not begin to accrue until one year from the date the borrower ceases to be a full-time student. The loan, and interest thereon, of any borrower who serves as a full-time teacher in the schools within the State shall be cancelled up to a maximum of 50 per cent at the rate of 10 per cent of the amount of the loan plus interest thereon for each academic year of service. Under the provisions of the Act, students must meet four qualifications to be eligible for assistance: they must be citizens or permanent residents of the United States; they must be in good academic standing and in the opinion of the College, capable of maintaining a strong academic record; they must be full-time undergraduate students; they must show financial need.

The Maryland Higher Education Loan Corporation offers students an opportunity to borrow money after the completion of one college year. They may borrow as much as one thousand dollars annually with a five thousand dollar limit. Repayments begin the first day of the fifth month after graduation. Six per cent interest is levied from the date of the loan.

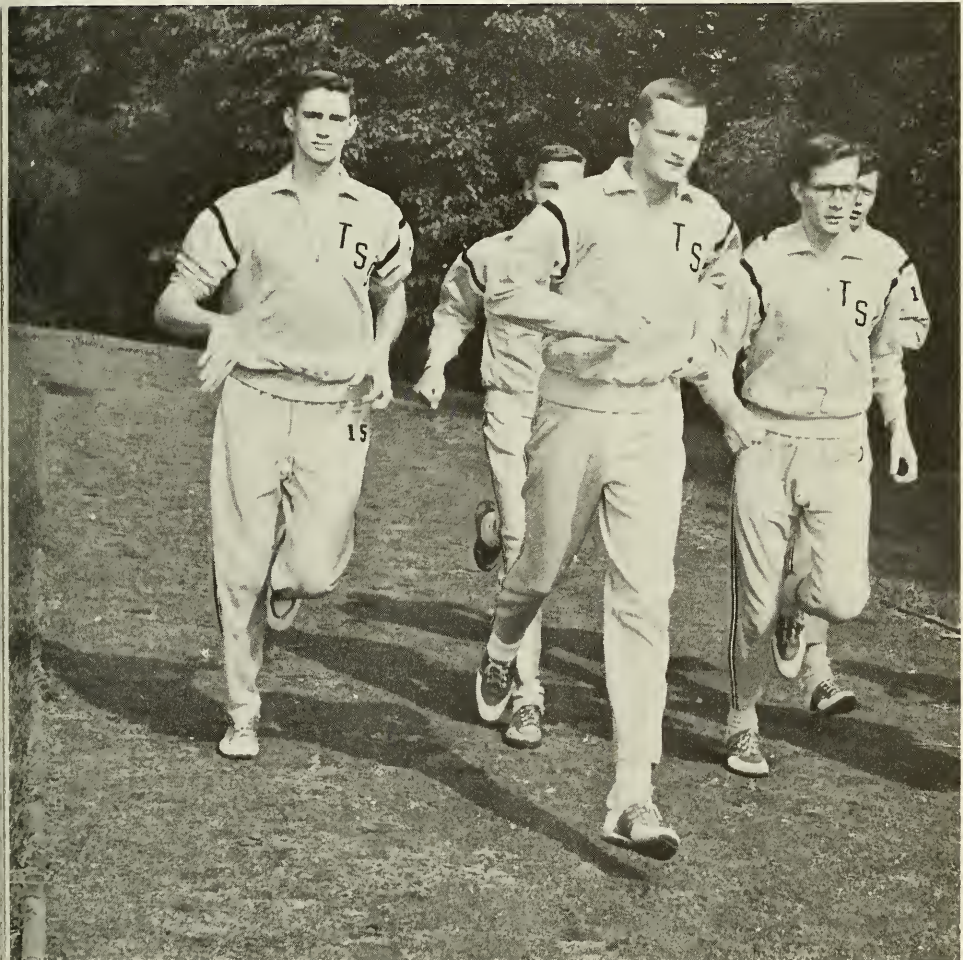
Student Employment

The on-campus opportunity for student employment is limited. New students are not eligible until their second semester in attendance. All students on the college payroll must be in good standing. Normally, no student is employed on campus beyond fifteen hours weekly. The college library, cafeteria, various offices and departments employ students.

Students with limited financial assets may be employed on campus through the Work Study Program. Funds for the program are supplied by the federal and state governments. Qualifications for employment under the Work

Study Program include limited income and good standing academically.

The Assistant Dean of Students posts notices from outside organizations outlining off-campus employment opportunities during the academic year and summer. The College can assume no responsibility for working conditions or remuneration.



Procedure for Applying for Financial Aid

Students in need of financial aid presently enrolled at Towson State College should:

1. Consult with the Assistant Dean of Students, Stephens Hall, Room 109, to determine the type of aid most appropriate.
2. Complete an application blank (on file in the Office of the Assistant Dean or the College Business Office).
3. Submit an application blank to the Assistant Dean of Students.
4. Be interviewed by a member of the Committee by May 1 and December 15 for the semester following.

Students in need of financial aid applying for entrance to Towson State College should:

1. Consult with the guidance counselor or personnel officer in the institution which the student currently attends.
2. Write to the Assistant Dean of Students at Towson State College for information and an application if the student wishes to apply for financial aid under college auspices.
3. File the application with the Assistant Dean of Students.
4. Arrange to be interviewed by a member of the Committee on Financial Aid.
5. Receive notice of Committee action by February 1 or July 15.

Deadline for Applications

The deadlines for applying for financial aid by presently enrolled students and entering students are:

- a. Loans. NDEA, April 15 and Dec. 1 for the semester following. All other loans have no deadline.
- b. Scholarships: April 15 for the following academic year.
- c. Part-time employment: no deadline, but applications should be filed by June 1 for the following academic year.

TRAFFIC REGULATIONS

Students who operate vehicles in the Towson area must register these vehicles with the Business Office at the time of course registration. The operation of vehicles on the Towson campus and the use of campus parking facilities are privileges extended to eligible student personnel. Detailed traffic and parking regulations are issued in the *Gold and White* and must be adhered to in order to avoid fines and other disciplinary action.



ADVISEMENT

Freshmen

After admission and prior to entrance, freshmen come to the campus to consult with counselors concerning the selection of appropriate courses. They register and begin college orientation.

During the fall semester, senior students serve as personal and academic counselors to freshmen. Personal interviews, group meetings, and laboratory experiences are provided to promote self-orientation and to help freshmen explore interests and abilities of professional significance. This program of personal and professional orientation is organized and administered as a regular part of the college curriculum.

On the first Sunday of the fall semester, parents of all freshmen students are invited to spend an afternoon at the College. This occasion provides an opportunity for parents to tour the campus and to meet other parents, students, and some faculty members.

Upperclassmen

During the freshman year, each student selects a faculty member who will serve as his adviser for the remaining years the student is in college. Students should request an adviser in the area of their primary academic interest, if they wish to qualify for a major in that department. The relationship between student and adviser provides the student with an understanding adult with whom he may discuss his personal, professional and educational problems and consider his special needs. When such assistance seems desirable, students are encouraged to consult instructors, the deans, college counselors, and the part-time psychiatrists.

PLACEMENT

Under the direction of the Assistant Dean of Students, a career planning and placement service for students is developing. This service also includes aid to those students transferring to other institutions at the completion of their pre-professional programs.

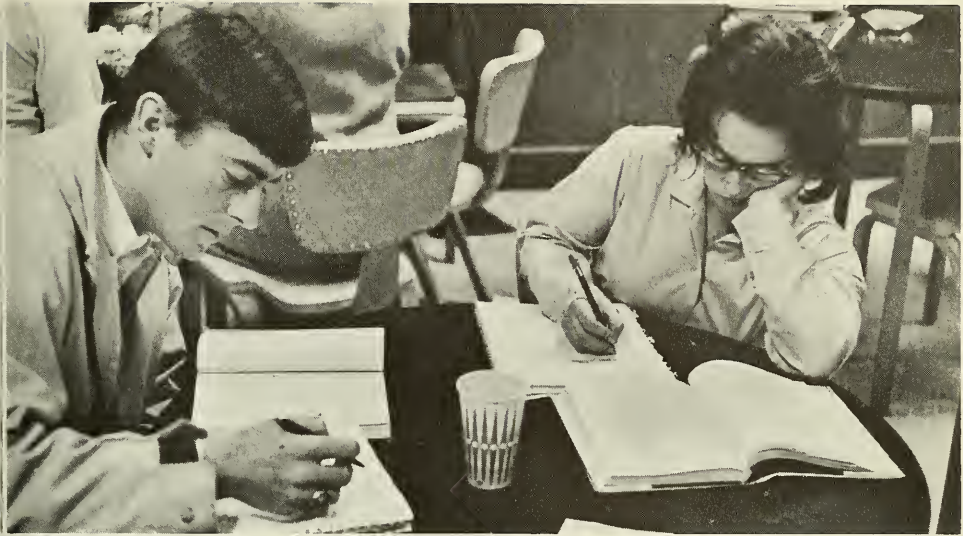
The supervisors of teacher education students furnish the seniors with whom they work information concerning placement in city or county schools. The Chairman of the Education Department helps to coordinate the requests from superintendents of schools for candidates at the various teaching levels. From the Registrar's Office are sent out complete records of each graduate, including a summary of his progress in the college and a full report of his student teaching. Each fall the College sponsors a Senior Placement Day. Teacher education students are given an opportunity to confer with representatives of the various Maryland school systems and arts and science students with representatives from industry.

GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS

Every effort is made to inform interested students of graduate fellowships and assistantships and to assist students in making application for such grants. Literature for grants is available in the Office of the Dean of Students.

PUBLIC LAW RECIPIENTS

Students are entitled to financial assistance if they are under the Vocational Rehabilitation Program of the State, if they are under the program offered through the Veterans Administration, the War Orphans Program offered by the State of Maryland, and/or if they are offspring of deceased parents who were covered by social security. Eligible students should report the fact immediately to the Business Office of the College. Further information is available in the Office of the Dean of Students.



SELECTIVE SERVICE

High school senior men should consult their counselors for information on eligibility for student deferment. Male students should complete SS Form 109, Selective Service System Student Certificate, immediately following registration each fall and file it at the Registrar's Office. The Registrar's Office is required to send this certificate to the student's Selective Service Board each September certifying that the student is enrolled. The Registrar's Office must notify the local board whenever a student is no longer enrolled.

STUDENT ORGANIZATIONS

Extracurricular activities are provided for the many and varied interests of Towson students. Out-of-class activities are recognized as worthwhile complements and supplements to a college education, and students are encouraged to participate.

Student Governing Organizations

The Student Government Association is the student governmental body authorized by the administration of the college. Upon enrollment in Towson each student automatically becomes a member of the SGA. The organization is composed of an executive committee, a student senate comprised of elected representatives of each campus extracurricular organization, and a judicial board consisting jointly of students and faculty.

The SGA operates on a budget from the required student activity fee and has fiscal autonomy. To promote the objectives outlined in its constitution, the SGA maintains subcommittees ranging in scope from national and international affairs to local social events. Committee membership is open to all interested students.

Each College organization must secure the approval of the Student Government Association before it may function on the campus. Once an organization's constitution is approved, that club is eligible for financial subsidy from the SGA.

The Men's and Women's Residence Councils, with the cooperation of all residence students, are responsible for establishing and maintaining standards of group living and for promoting the social program of the residence halls. The Resident Director and her assistants cooperate with these groups.

The College Centre Board sets the policies governing the College Centre, promotes student friendliness, social life, and general college spirit, and adds to the educational and cultural atmosphere of the College through the use of facilities provided, whenever such use may contribute to the convenience of students, faculty and their friends.

Service Organizations

The Student Orientation Council is an organization whose purpose is to aid new students in becoming acquainted with college life. The orientation program during the first week at college is especially designed by the SOC and the faculty to answer all questions that arise from students concerning clubs and organizations, social functions, or academic matters, and to present a comprehensive view of life at Towson.

The Circle K Club is sponsored jointly by the Towson Kiwanis Club and the College. It is a men's organization founded on the principles of Kiwanis International and dedicated to service to the College and its community.

The Hostess Club serves the college on special occasions and on request. Monthly programs are devoted to aiding the members in becoming better hostesses.

Alpha Phi Omega, a group of former Boy Scouts, serves the College in ways that reflect the purposes of scouting. Inactive 1965-66.

Religious Organizations

The Inter-Faith Council is composed of the president and a representative from each religious organization on campus. This group is responsible for the coordination of religious activities at Towson.

The YM-YWCA, an inter-denominational club, is the oldest religious organization on campus and offers an opportunity to explore the meaning of the Christian faith and its insights into problems college students face. The activities consist of vespers, Bible study, discussion groups, picnics, square dances, and special parties.

The Inter-Varsity Christian Fellowship aims to strengthen the spiritual lives of its members by the study of the Holy Scripture.

All members of the student body are invited to join these organizations.

The College encourages students to attend services in the churches of their choice and makes it possible for them to meet the local clergymen.

The Denominational Clubs are:

Baptist Student Union

Canterbury Club, for Episcopal students

Christian Science Organization

Jewish Students Association

Lutheran Student Association

Newman Club, for Catholic students

United Campus Christian Fellowship, for Presbyterian, Disciples of Christ, Evangelical United Brethren and United Church of Christ students

Wesleyan Fellowship, for Methodist students





Music Organizations

The Music Department sponsors a number of professional groups for which college credit is given. For those interested in choral music, there are the Men's Glee Club, Women's Glee Club, the Concert Choir, and the Towson College-Community Chorus. For those interested in instrumental music, there are three performing instrumental ensembles and the College Band. There are also the following informal music groups:

The Dance Band studies dance band literature and performs at college functions including concerts and dances.

The Notables are a small, mixed vocal group devoted to the performance of quality popular music.

The String Quartet is an organization devoted to the performance of string music literature.

Dramatic Organizations

The Glen Players, the college dramatic organization, offers an opportunity for those interested in all phases of dramatic production to display their talents. Actors, those preferring backstage work, and those interested in theatre in general are encouraged to participate in the activities of the group.

The types of productions presented range from Greek drama to contemporary musicals and incorporate many aspects of dramatic talent.

Special Interest Organizations

Association for Early Childhood Education
Cheerleaders
Civil Defense Organization
Debate Council
The International Relations Club
Judo Club
Kings Men, Chess Club
Le Cercle Francais
Math Set
Modern Dance Club
Music Educators National Conference
Naturalists
Photography Club
Physical Education Majors Club
Pool Club
Psychology Club
Spanish Club
Student Education Association
Varsity T Club
Young Democrats
Young Republicans

Athletic Activities

Every student enrolled at Towson is a member of either the Men's Intramural Activities Association or the Women's Athletic Association. The College is a member of the Mason-Dixon Conference. The men's competitive teams include basketball, soccer, baseball, wrestling, track, tennis, lacrosse and cross country. There are also opportunities for participation in intramural activities. Trophies are awarded yearly at a men's athletic banquet. Under the Women's Athletic Association, an elective system is organized to give every woman student an opportunity to engage in the sports which she enjoys. Among the offerings are: hockey, soccer, tennis, archery, basketball, badminton, lacrosse, bowling, volleyball, softball and swimming (also open to men students). With completion of each activity a student receives ten points and, when enough points are accumulated, awards are presented. Besides the above activities, events with other colleges and intramural events are sponsored.

Publications

The Talisman is published under the auspices of the Student Government Association. Its purpose is to foster an interest in creative writing and to give an outlet to those students with creative ability.

The Tower Light is the weekly official student newspaper of the College, by the authority of the Student Government Association.

Tower Echoes is the yearbook sponsored by the Student Government Association.

National Honor Societies

Alpha Psi Omega is a national honorary dramatic fraternity, the purpose of which is to further and maintain interest in drama. Admission to the fraternity is by invitation and is based upon participation in the various phases of dramatic activity at Towson. The fraternity offers scholarships to deserving Towsonites to receive further study in some phase of dramatics.

Gamma Theta Upsilon's Beta Delta Chapter is a national honorary geography fraternity. The members further their knowledge of geography through field trips, slide lectures, speakers and papers presented by members.

Kappa Delta Pi's Epsilon Alpha Chapter is a national honor society in education. The purpose of the Epsilon Alpha Chapter is to provide a full agenda of educational discussions, guest speakers, and services to the College and State.

Phi Alpha Theta's Theta Beta Chapter is a national honorary history fraternity. Students with better than a 3.00 average in history and a general average of 3.00 are invited to membership.



ACADEMIC REGULATIONS

REGISTRATION

Each student is assigned a time to register. Students will receive credit only for those courses that appear on the official registration. Students are not permitted to attend classes without having completed registration and a fee is assessed for registering after the time assigned. In addition to payment of the late fee, students who register later than one week after the first day of classes must secure permission to register from the Academic Standards Committee. Students are expected to discharge all financial obligations to the institution before being permitted to register.

TRANSFER CREDIT

Credit is accepted for a course completed at any accredited college or university if it is equivalent to a course taught at Towson State College or acceptable as an elective and if the final mark is "C" or higher. This credit will count toward graduation but will not be used in computing the academic average required for graduation.

CREDIT HOURS

The unit of credit is the semester hour. It is defined as one 50-minute class per week (or its equivalent) for one semester. A three-hour class meets three 50-minute periods or two 75-minute periods a week for one semester. Laboratory and studio classes normally require two or three hours in class as the equivalent of one semester hour. Two hours of preparation is usually necessary for each hour in class for the average student.

PROGRAM TRANSFER

Students in either the teacher education or arts and sciences program may transfer to the other program by filing a request form with the Registrar as secretary of the Committee on Academic Standards. Those wishing to enter the teacher education program must, in addition, receive the approval of the college physician and speech department.

Those wishing to transfer to the arts and sciences program will be obligated in the amount of one hundred dollars for each semester of work completed in the teacher education program if the teaching pledge was signed in lieu of tuition payment.

EXEMPTION FROM REQUIRED COURSES

Believing that students should not be required to devote time to courses the substances of which they have mastered, the college provides opportunity to qualify for exemption from required courses. Towson students may apply through the Dean of Instruction to be examined for exemption, without credit, from courses required of all students and those required in a major field. The department concerned and the college Director of Research and Testing cooperate in the evaluation. When exempted, the student is privileged to choose an elective in any department or an advanced course in the same department. Required courses in the following fields are at present involved in this plan: English, health and physical education, mathematics, music, social science, and speech.

STUDENT LOAD

The normal student load is 12 to 18 semester hours of credit each semester. However, students wishing to take more than the normal load or less than the normal load may obtain the request form at the Registrar's Office. Any student with a 2.00 average may register for 18 hours without special permission.

AUDITING COURSES

A student may audit a course with the permission of the instructor of the course. No credit may be earned in a course which is audited, and an auditor is not to take examinations and will receive the grade of "AU" Audit.

CHANGE OF COURSE OR SCHEDULE

No change of course (adding or dropping a course or a change in sections or credits) at any time is valid unless the student completes the change of course card and files it with the Registrar. Failure to do so will result in a grade of FIW (Failure Irregular Withdrawal) in the course dropped and no credit in the course added.

No student may enter a class after the first week of classes. Exceptions to this will be considered only after approval of the instructor, the department chairman of the course involved and the Dean of Instruction.

During the first four weeks of full semester courses or the first fourth of a course of less than a semester in length, a student may withdraw from a course with a grade of "W". During this period a student may, by going through the approved procedure, change from credit to audit status. After this period a course dropped will be graded as follows:

W, Withdrawal — withdrawal *while passing* with approval by Dean of Students because of exceptional circumstances.

WF, Withdrawal Failure — withdrawal *while failing* or for official withdrawal without approval because of exceptional circumstances.

FIW, Failure Irregular Withdrawal — failure to withdraw officially.

CLASSIFICATION OF STUDENTS

Students are classified according to the number of semester hours passed as follows: freshmen, 0-30 semester hours; sophomores, 30 to 60 semester hours; juniors, 60 to 90 semester hours; seniors, 90 semester hours or above.

MARKING AND POINT SYSTEM

A four-point system is used to indicate quality of academic work. The letter "A" designates work of superior quality; "B", work of good quality; "C", work of satisfactory quality; "D", work of less than satisfactory quality but allowable for credit, subject to the restrictions specified under Degree Requirements; "F", work of such unsatisfactory quality that no credit is given. The mark of "S" (Satisfactory) or "U" (Unsatisfactory) is given for non-credit courses or student teaching.

A mark of "I", (incomplete because of illness or other reason beyond control of student) at the end of a semester carries no credit. Unless such a course is satisfactorily completed by the end of the next regular semester the grade for the course becomes "F". It is the responsibility of the student to make arrangements to complete course requirements.

In computation of grade point averages the following quality point values are used:

A — 4	quality points
B — 3	quality points
C — 2	quality points
D — 1	quality point
F, WF, FIW — 0	quality points

Grades of "I", "W", "S", and "U", are not used in computation of averages.

The grade-point average is computed by multiplying the hours of credit in a course by the points assigned to the grade earned in the course. Totaling the credit hours points for all courses taken in the semester, and dividing the

total number of points by the total number of hours of credit yields the grade-point average for the semester. For example:

4 hours of A	(4 points each)	16 points
4 hours of B	(3 points each)	12 points
3 hours of C	(2 points each)	6 points
3 hours of D	(1 point each)	3 points
2 hours of F	(0 points each)	0 points
<u>16</u> Total hours		<u>37</u> Total points

Dividing 37 by 16, the student's grade-point average for this semester is found to be 2.31.

The student's cumulative grade-point average is found by dividing the total points earned in all courses completed at Towson by the total number of credit hours attempted at Towson. For example: a junior has attempted 76 credit hours and has earned a total of 190 points. His cumulative grade-point average is 2.50.

A cumulative grade-point of at least 2.00 is required for graduation.



STANDARDS OF WORK REQUIRED

The student's cumulative average is considered the numerical expression of his academic proficiency. Therefore, a student is placed on academic probation if his cumulative average falls below that required for his standing as listed below:

At the end of the first semester of the freshman year: 1.75; at the end of the second semester of the freshman year: 1.85; at the end of the first semester of the sophomore year: 1.95; at the end of the sophomore year: 2.00. Only in exceptional cases will a student be permitted to enter the senior year with less than a 2.00 cumulative average.

A student who has an average of below 2.00 is not achieving an acceptable level of academic work. Academic probation indicates that the Committee on Academic Standards is doubtful as to the student's probable academic success. The complete academic record of each student on probation is reviewed by the Committee of Academic Standards at the close of each semester. A student on probation is placed in good academic standing when his cumulative grade-point average is above 2.00. A student on academic probation may be academically dismissed at the end of the semester unless a substantial improvement in his grade-point average is attained. A student who has a record of repeated poor scholarship may be academically dismissed whether or not he was on academic probation during the semester under review.

The personal development of each student is considered. The College may exercise its right to ask a student to withdraw at any time.

Failure in a course usually delays graduation from the College. However, a student may attend a summer session here or, with the permission of the Committee on Academic Standards, attend elsewhere and transfer the earned credit to the College. As a rule a student may not repeat a course more than once.

Entering students who are defective in speech are referred to the Speech Department for testing and may be required to take a course in Corrective Speech.

Freshmen are required to take a course in Fundamentals of Public Speaking. Exemption from this course is granted if the student passes a performance test given by the Speech Department. The performance test must be taken before the end of the first week of the course in Fundamentals of Speech. Those who thus qualify for exemption may choose an advanced course in speech or an elective in another field. Students who are deficient in speech at any time after taking Speech 100, Fundamentals of Public Speaking, are required to satisfy the requirements of Speech 090, Corrective Speech, before being recommended for graduation.

SENIOR EXAMINATIONS

Seniors are required to participate in the Senior Testing Program. Testing is scheduled once each year during the spring semester. Students eligible for testing are those who expect to complete graduation requirements in spring or summer of the test year or by the end of the first semester of the following academic year.

ATTENDANCE

Students are expected to attend all classes. Each faculty member sets his own policy on absences. Policies vary and it is the responsibility of the student to understand clearly the absence policy of each instructor and to act accordingly. Students are expected to notify the Dean of Students by phone or in writing of any absence exceeding three days.

LENGTH OF ATTENDANCE

Only in unusual cases may a student remain in the College for longer than eight semesters. Any requests for deviation from this plan must be submitted to the secretary of the Committee on Academic Standards.

WITHDRAWALS

A student wishing to withdraw from college is to obtain a withdrawal card from the Office of the Dean of Students. Before the withdrawal is official, the student must submit the completed withdrawal card to the Office of the Registrar. The student will be marked according to grading policies if the withdrawal occurs during a semester.

TRANSCRIPTS OF ACADEMIC RECORD

The student is entitled to one transcript without charge. One dollar will be charged for each subsequent transcript. Transcripts will be sent only upon written request of the student. Transcript request forms may be obtained at the Office of the Registrar.

Transcripts sent to the Maryland State Board of Education or the Baltimore City Board of Education for certification will be sent free of charge.

Official transcripts are not released directly to the student or graduate. Transcripts marked "unofficial" will be sent to the student upon request, and will be subject to regular charges. At the time of graduation each student is given a transcript marked "unofficial."

A student with an outstanding indebtedness to the institution will not be eligible for transcripts of record.

THE COLLEGE HONORS PLAN

The honors plan of the College is designed to encourage and reward superior scholarship. It offers to able students the opportunity to enrich their academic experiences and to pursue their academic interests in a way different from the normal sequence of courses in the college curriculum. Because of individual student differences and because the College seeks to encourage independence and maturity, students meeting certain requirements are free to seek enrichment of, or acceleration and concentration in, their academic programs in some areas while pursuing a normal sequence of courses in other academic fields. Upon successful completion of their honors work, students will receive their degrees with honors.

The Honors Plan for Freshmen and Sophomores

The honors plan for freshmen and sophomores provides for enrichment of the students' experiences through special honors sections in required courses on the 100, 200, and 300 levels. Students are invited to enter these sections on the basis of their high school records, relevant tests, college performance and the recommendation of high school and college faculty. Selection of students eligible for honors sections is made under the direction of the Dean of Instruction in consultation with the departments concerned.

The honors plan for freshmen and sophomores also provides for enrichment and acceleration through waiving certain required courses. Students who demonstrate their competence in required courses by means of proficiency examinations given by the departments concerned or by the College Entrance Examination Board will be permitted to follow either of two paths. They may enrich their academic experiences by enrolling in courses in fields other than those of the waived courses, or they may accelerate their academic program by enrolling in advanced courses of which prerequisites are the required courses which were waived.

Entering freshmen wishing to obtain waiver of courses for the honors plan may arrange to take Advanced Placement Tests of the College Entrance Examination Board in fields in which they feel qualified. Arrangements to take these examinations in May of the high school senior year may be made through the school counselor or through the College Entrance Examination Board P. O. Box 592, Princeton, New Jersey.

The Honors Plan for Juniors and Seniors

The honors plan for juniors and seniors is primarily designed for enrichment of the students' academic experiences, and it may be pursued in either of two ways.

Students who wish to broaden their knowledge and understanding in more than one subject may enroll for seminars or independent study on the 400 level or above in any discipline irrespective of their major. Admission to this aspect of the honors plan is dependent upon fulfilling prerequisites for enrollment in the courses desired.

Students who wish to deepen their knowledge and understanding in a specific way may enroll in the honors programs conducted by individual departments. Departmental honors programs are arranged by each department according to the discipline involved, but in general they consist of independent study, and seminars and research work under the guidance of a department faculty. Requirements for admission to departmental honors programs are established by the individual departments. Students should consult department chairmen about these requirements.

Graduation with Honors

To receive a bachelor's degree with honors, a student must have completed the last 60 semester hours at Towson State College with the following cumulative grade point average at Towson State College:

3.75 to 4.00	Summa Cum Laude
3.50 to 3.74	Magna Cum Laude
3.25 to 3.49	Cum Laude

Transfer students must have, in addition, a 3.25 or better average at institutions previously attended.

To receive a bachelor's degree with honors in a discipline, a student must have completed a departmental honors program and be recommended for honors by that department.

THE COLLEGE CURRICULA

The college offers two undergraduate programs at the present time, arts and sciences and teacher education.

THE ARTS AND SCIENCES PROGRAM

The arts and sciences program at Towson offers opportunities of higher education to those who are interested in obtaining a broad, liberal education. Students in the arts and sciences program may pursue courses leading to further preparation for a variety of careers. In some professions, such as law and medicine, it is usually advisable to complete a four-year liberal arts course before beginning professional study. In others, students should plan to transfer to a professional school after one or two years, unless the professional school's admission plan permits a longer period of professional study.

Those who decide it is appropriate to enter professional study should study carefully the catalogue of the institution which they wish to attend in order that they may select the Towson courses required for admission to the professional program. The following program of study is suggested for the freshman year:

			Hours
Psyc	090	Orientation	0
Art	203	Art in the Culture.....	2
Engl	102-103	English Composition and Literature.....	6
Musc	103	Introduction to Music Literature.....	2
Phed	101-102	Physical Education	2
Biol	103	Fundamentals of Biology.....	4
Hist	121-122	History of Western Civilization.....	6
Hist	221-222	or History of the United States.....	6
Spch	100	Fundamentals of Public Speaking.....	2

A foreign language should be elected by those wishing to earn a Bachelor of Arts rather than a Bachelor of Science degree.

The following paragraphs outline how the liberal arts curriculum can provide basic preparation for several professions or vocational fields. Students may obtain further information from their advisers and from the chairman of the department in which the major or most of the preparatory study is to be taken.

Students who look forward to graduate work should make early selection of the school they hope to enter in order that they may meet the entrance requirements of the chosen institution. Current catalogues of graduate and professional schools are on file in the Admissions Office. The Dean of Students has additional data on opportunities for advanced study, including available fellowships and scholarships.

Business

A four-year course with a major in an academic field which includes electives in economics and mathematics provides a general background for the individual interested in a business career. If a more specialized preparation in business administration is desired, the student may transfer to a university school of business administration.

College Teaching

The future college professor should build a strong undergraduate major in his chosen field and prepare for graduate study leading eventually to the Doctor of Philosophy degree. Inquiry should be made at several graduate schools with a view to meeting their entrance requirements. Preparation for reading proficiency in French or German should be begun as soon as possible in the undergraduate program.

Students interested in education as their teaching discipline should enter the teacher education program and acquire experience in public school teaching before entering graduate school. Such students may ultimately acquire the Doctor of Philosophy in Education or the Doctor of Education degree.

Foreign Service

A student considering a career in the Foreign Service of the Department of State, or other overseas programs should plan a curriculum emphasizing a good general education, with particular attention to the use of the English language with skill and fluency, to a foundation in economics, geography, government and modern history, and to reading with comprehension and conversing with intelligibility in at least one modern foreign language of general utility. The Department of State now requires of all candidates both a written and oral examination in French, German, or Spanish. Mastery of additional foreign languages enhances a candidate's value to the Service.



Forestry

Broadly educated men, interested in outdoor life and possessing a strong background in the biological sciences, particularly botany, are desired by the university schools of forestry. One year of pre-forestry study, planned with the aid of a biologist and in accordance with requirements of the forestry school to which application is being made, may be taken at Towson.

Journalism

A desirable undergraduate preparation for a journalistic career consists of a broad program of arts and sciences with a major in English, history, or social sciences. Courses should be elected in several departments to supplement those required of all students. Specific acquaintance with newspaper writing and editing should be gained through the basic course in news writing and from service on the staffs of the college publications.

Law

Students planning to apply for admission to a college of law should make an excellent academic record in a wide variety of liberal arts work. Their objectives should be ability in thinking, writing, speaking, understanding of people, and broad knowledge of United States political and economic life, Anglo-American constitutional history, and of literature, sociology, and philosophy. Admission to a law school is sometimes granted superior students after two or three years of undergraduate work, but a college degree is usually required for admission.

Library Work

Prospective librarians should plan for a four-year program of arts and sciences followed by a one-year graduate course in a school accredited by the American Library Association. A good undergraduate record and a reading knowledge of at least one foreign language are customary requirements for admission to a degree program in library science. Prospective librarians may prepare for positions in which they would work primarily in the subject matter area of their special interest. At present there are more positions for school and college librarians than qualified candidates.

Medicine and Dentistry

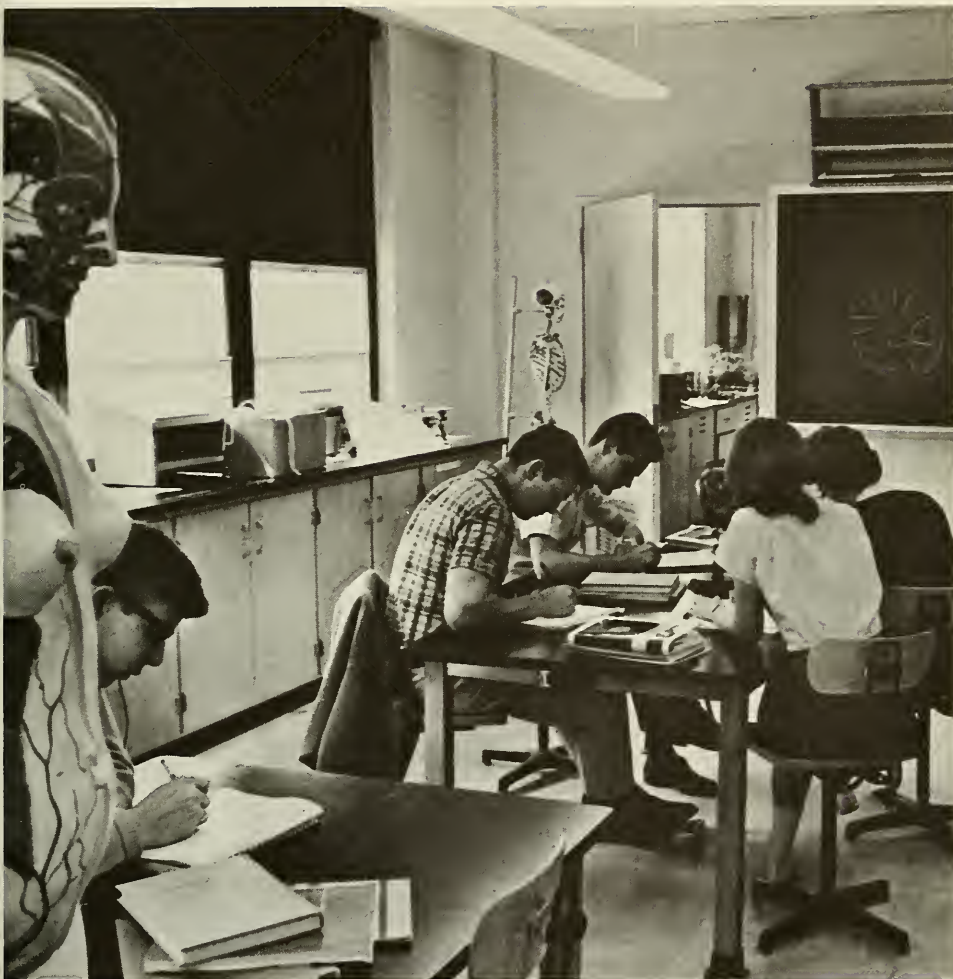
A student expecting to graduate from Towson State College before entering professional school can meet the general admission requirements of a number of medical and dental schools by completing a major in biology plus two years of chemistry, and one year of English, mathematics, physics, and French or German. Electives may be chosen in health education, social sciences, English, and fine arts. The student who expects to transfer to a medical or dental professional school after three years at Towson is advised to consult the catalogue of the school to which he expects to apply to make sure that he meets the entrance requirements of that school. The following pre-professional course pattern is suggested for consideration along with the requirements of the professional school to be attended:

First Year			Second Year		
		Hours			Hours
Orie 090	Orientation	0	Engl 204-205	English Literature	6
Engl 102-103	Composition & Literature..	6		Modern Language ..	6
Biol 120-220	Zoology I & II.....	8	Phys 211-212	General Physics	8
Chem 206-207	General Chemistry	8	Chem 218-219	Organic Chemistry	10
	Modern Language	6		*Electives	2 to 6
	*Electives	2 to 6		Total.....	32 to 36
	Total.....	32 to 36			

Ministry

In addition to complete devotion to his vocation, the prospective minister, priest, or rabbi should process or acquire academic ability, sympathy for and skill in working with people, facility in writing and speaking, and broad knowledge in several fields. As a college student he should be active in his church or synagogue and in a campus religious organization. A four-year course in arts and sciences is required for admission by most theological schools. Most of the eight or more years of study for the Roman Catholic priesthood takes place in a seminary. More information may be sought from the student's minister, priest, or rabbi.

* Electives chosen from such courses as College Algebra; History of Western Civilization; Introduction to Sociology; Government of the U.S.; Health Educ.; Public Speaking; Modern Lang.; Art in the Culture; Music Appreciation; General Psych.



Nursing and Medical Technology

Similar liberal arts work is recommended as preparation for professional study in these two fields, particularly if the individual is interested in the additional vocational opportunities available to those earning a B.A. or B.S. degree. A major in biology is suggested for those planning to earn a college degree.

For those taking pre-professional work prior to studying medical technology, a three-year course is the recommended minimum. This is followed by twelve months of clinical training in a hospital.

Prospective nurses interested in a college degree may take a two-year prenursing program at Towson. The following pre-professional course pattern is suggested for consideration along with the requirements of the professional school to be attended:

First Year				Second Year			
			Hours				Hours
Orie	090	Orientation	0	Engl	204-205	English Literature	6
Engl	102-103	Composition & Literature...	6	Phed	201-202	Physical Education	2
Phed	101-102	Physical Education	2	Chem	206-207	General Chemistry	8
Biol	120	Zoology I	4	Hist	121-122	Western Civilization	
Biol	220	Zoology II or Microbiology	4	or	221-222	U. S. History.....	6
Soci	201	Introduction to Sociology..	3	Spch	218	Advanced Public Speaking..	3
Spch	100	Public Speaking	2	*Electives			7 to 9
*Electives			11 to 13	Total.....			32 to 34
Total.....			32 to 34				

Personnel Work

Personnel work in educational institutions and psychological testing positions may sometimes be entered directly from college, but a graduate degree is usually required. Personnel work is a field in which work experience is important, particularly in industry and business, and one in which there is keen competition for starting positions. In addition to the general college requirements, the following suggestions are made: a major or minor in psychology, courses from the following areas: sociology, economics, and political science.

Pharmacy

Although a four-year college course is desirable as background for admission to a pharmacy school, two years of college is usually sufficient. Basic requirement of a typical pharmacy school would be met by a Towson student completing two years of work as outlined in the pattern that follows:

First Year				Second Year			
			Hours				Hours
Orie	090	Orientation	0	Engl	204-205	English Literature	6
Engl	102-103	Composition & Literature...	6	Phys	211-212	General Physics	8
Math	111	College Algebra	3	Chem	216	Quantitative Analysis	4
Math	112	Trigonometry	3	Econ	202	Economic Principles & Problems	3
Math	113	Analytical Geometry	3	Hist	221-222	History of the United States	6
Phed	101-102	Physical Education	2	PoSc	206	Government of the U.S.....	3
Biol	120	Zoology I	4	*Electives			2 to 6
Biol	204	General Botany	4	Total.....			32 to 36
Biol	206-207	General Chemistry	8				
*Electives			0 to 3				
Total.....			33 to 36				

* Electives chosen from such courses as College Algebra; History of Western Civilization; Introduction to Sociology; Government of the U.S.; Health Educ.; Public Speaking; Modern Lang.; Art in the Culture; Music Appreciation; General Psych.

Physical Therapy

The minimum requirements for admission into an approved school of physical therapy is sixty credit hours of college work, including eight credit hours in biology or zoology, six credit hours in physics and/or chemistry, and six hours in psychology. A list of approved schools and their admission requirements may be obtained from The American Physical Therapy Association, 1790 Broadway, New York 19, New York.

Public Administration

A student expecting to enter some field of public service (such as federal, state or local governmental organizations as administrators) should choose a major in the social science area suited to his objectives. Courses in political science, economics, sociology, and psychology are recommended.

Social Work

Although social welfare agencies employ many individuals who have a four-year college education, leaders in the field consider two years of graduate education desirable. Undergraduate courses suggested include economics, political science, history, psychology, sociology, statistics, biological sciences, English composition, public speaking, and news writing. Volunteer service with youth serving organizations and summer employment in social agencies are recommended for the college student interested in this vocation.



THE TEACHER EDUCATION PROGRAM

Towson has been preparing teachers for the public schools of Maryland for one hundred years. Out of this long experience have come the present three programs for teachers, directed toward three grade-levels; early childhood education (pre-school through the third grade), elementary (first through sixth grades), and secondary (seventh through twelfth grades).

Professional education courses, comprising about twenty percent of the four years' work, consist of approximately two-thirds classwork at the College and one-third laboratory experiences, including student teaching in the classrooms of public school systems. Prior experience with children is strongly recommended for those seeking admission to student teaching.

Approximately forty percent of the college program is given over to studies of a general nature — in the humanities, the social sciences, and the natural sciences — providing a well-rounded college education. Certain basic courses are required, assuring foundations in all broad areas of knowledge; but even among these there are frequent choices, and beyond them is the opportunity for electives that make possible the pursuit of special interests.

The balance of the four years' work, approximately forty percent, is given over to electives which permit the student to develop competency in the field in which he will eventually teach or to pursue his special interests.

In general a student is eligible to enter the student teaching semester when (a) he has completed the required freshman and sophomore courses for his division; (b) he has completed all professional prerequisites and has achieved a cumulative average appropriate to his classifications; (c) he has received the approval of the Director of his Division. A student who makes more than one "D" or "F" grade in required professional courses preceding student teaching (or a "D" or "F" in Educ. 360 or Educ. 381) will not be permitted to enter student teaching. At the discretion of the director of his teacher education area, in concurrence with the Chairman of the Education Department, he must either repeat the required professional courses in which he received "D" or "F" grades or take comparable courses, and have a cumulative average of 2.0.

Required courses for each area and suggested course sequences are listed under each area in the Education Department course descriptions.

Teaching Certificates

Each graduate of a teacher education program at Towson will be qualified for Maryland certification at the early childhood education, elementary, or senior high level. Elementary education graduates may teach grades seven and eight if they have successfully completed an academic major. Secondary education graduates may teach in grade six in a departmentalized school program. The Standard Professional Certificate is issued for three years at

graduation and is renewable for seven years upon completion of six semester hours of graduate or advanced undergraduate courses.

The Towson graduate program affords opportunity to qualify for the Advanced Professional Certificate. Thereafter a master's degree or "equivalent" is required for the Advanced Professional Certificate. Certification to teach in Baltimore City is based in part upon the passing of a professional examination.

General College Requirements for Bachelor's Degrees

All degree curricula of the College are based upon a fundamental background of general studies. Fifty-two semester hours of liberal arts or general education courses are required of all students working toward the Bachelor of Science or Bachelor of Arts degrees. Additional courses in general education are required of prospective early childhood and elementary school teachers; but it is possible, and sometimes desirable, to pursue a major in an academic field. Students pursuing a program in secondary education are required to complete a major in addition to required education courses.

Specialization

A major in an academic field is earned by completing about eight courses, generally, beyond the basic required courses in the chosen field—or about 36 credit hours of work, the exact amount being set by the various departments. Three possible benefits make the pursuit of a major course of study desirable: it prepares the student for graduate study in the field; it prevents a possible too-wide dispersion of effort which would result in a lack of real competency in any branch of knowledge; it qualifies the graduate from the teacher education program to teach the subject in junior and senior high schools.

Students may select a major or approved department program from one of the following fields: art, art education, biology, chemistry, elementary education, elementary school science, English, geography, history, high school science, early childhood education, mathematics, modern foreign languages, music, music education, physical education, physics, political science, psychology, social science, speech and dramatics, speech education. The required courses for programs are listed with department course descriptions.

Students are responsible for meeting in full the requirements for graduation as set forth in the college catalogue. When the requirements are changed after a student has enrolled in the College, the student has the option of meeting in full the requirements that were in effect at the time of entrance or those that are in effect at the time of graduation, if graduation occurs within seven years of date of admission. If the student does not complete graduation requirements within seven years he must meet requirements in effect at the

time of graduation. When the College withdraws former required courses, the Standards Committee will approve substitutions for students graduating under the former requirements. The student's advisor assists in the planning of a program, but the final responsibility for meeting the requirements for graduation rests with the student.

DEGREE REQUIREMENTS

Bachelor of Arts Degree

Those wishing to qualify for a Bachelor of Arts degree may do so by fulfilling the requirements for the Bachelor of Science degree and by completing the intermediate course or the equivalent of a modern foreign language.

Bachelor of Science Degree

A student who satisfactorily meets the following requirements will receive the Bachelor of Science degree.

1. College credit of one hundred twenty-eight semester hours.
2. Credit in the courses required of all students.
3. Credit in the required courses of the curriculum he has elected.
4. Successfully complete a major except for those in Early Childhood or Elementary Education. With prior approval of the Standards Committee, a student may substitute an interdisciplinary program designed to meet his particular objectives.

A mark of "C" or higher is required for credit in every course applied toward a major or minor. If this standard is not attained, the student must repeat the course or substitute another course in the field at the direction of the department.

5. A cumulative average of at least 2.00.
6. Fulfillment of the speech requirement.*
7. Certification of physical fitness by the college physician.
8. Record of attendance at the college for at least one college year during which thirty semester hours of credit were earned. A student is expected to earn his final thirty credits at the College unless he receives special permission to the contrary.
9. Demonstration of personal qualities which are expected of an educated person.
10. A record of having taken the required sophomore and senior examinations or their approved equivalents.
11. File with the Registrar an Application for Graduation by the beginning of last term in attendance.

GENERAL COURSE REQUIREMENTS OF ALL STUDENTS

The requirements of the Bachelor of Arts degree include those listed below plus 12 hours or the equivalent in one foreign language.

ART

Art 203	Art in the Culture	2 credits
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ENGLISH

Engl 102-103	Composition and Introduction to Literature	6 credits
Engl 204-205	English Literature	6 credits

HEALTH EDUCATION

Heal 205	Health Education	2 credits
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MATHEMATICS

Math 111	College Algebra, (Science and Mathematics Majors)	
Math 201	Elements of Mathematics (Arts and Science, Secondary Education)	
Math 204	Fundamental Concepts of Arithmetic (Early Childhood, Elementary Education)	3 credits

MUSIC

Musc 103	Introduction to Music Literature	2 credits
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PHYSICAL EDUCATION

PhEd 101-102	Physical Education	2 credits
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SCIENCE

Biol 103	Biological Science	4 credits
PhSc 200	Physical Science	4 credits
	Additional Science Elective	4 credits

PSYCHOLOGY

Psyc 101	General Psychology	3 credits
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SOCIAL SCIENCE

Hist 121-122	History of Western Civilization or	
Hist 221-222	History of the United States, plus six hours additional social science credit	12 credits

SPEECH

Spch 100	Fundamentals of Public Speaking	2 credits
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NON-DEPARTMENTAL COURSE

Orie 090	Orientation to the College	0 credits
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Total.....	52 credits
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COURSE DESCRIPTIONS

THE MEANING OF COURSE NUMBERS

Each department of the College has a code designation shown in parenthesis at the head of the department announcement. Each course has a distinctive number, with the following significance: Course numbers 100-199 inclusive are primarily for freshmen, 200-299 primarily for sophomores, 300-399 primarily for juniors, and 400-499 primarily for seniors, 500 and above for graduate students. Students may register for courses one level above or one level below their classification. Seniors are expected to confine themselves to 300 courses and higher. 500 level courses are not open to seniors except by special permission of the Dean of Instruction and with concurrent approval of the Director of the Graduate Program. Graduate students may take a limited number of advanced undergraduate 400 courses for graduate credit.

Courses for which college credit is not given are assigned a number lower than 100.

Semesters of a year course whose numbers are separated by a hyphen are to be taken in sequence. When course numbers are separated by a comma, either semester may be taken independently of the other.

ELECTIVE COURSES

Students majoring in the various areas will need to choose their electives with extreme care. Before registering for courses which are not required students should consult their advisers. The advice of the instructor in the course or the chairman of the department in which the elective course is listed may be needed before a wise decision is made concerning the choice of an elective.

CREDIT VALUE OF COURSES

The semester credit value of the course is indicated in the parenthesis following the title.

TIME OF OFFERING

All required courses are usually offered each semester. Elective courses

in each department are usually offered at least one semester each year. All non-required courses are offered subject to sufficient enrollment.

PREREQUISITES

The order in which courses may be taken is determined by the prerequisites of all courses to be taken.

NON-CREDIT COURSES

Orie 090 ORIENTATION TO COLLEGE (0) Introduction to social and academic aspects of college living. One hour per week for each semester.

Psyc 090 CLINICAL READING (0) Required for new students whose test scores indicate a special need for improved reading skills. Three hours per week.

Spch 090 CORRECTIVE SPEECH (0) Students who are deficient in speech upon entering or at any time after taking Spch 100 Fundamentals of Public Speaking are required to satisfy this requirement before being recommended for graduation. Two hours per week.



ART

Professors: MITCHELL, ZINDLER

Associate Professors: GUILLAUME, MILLER (*Chairman*), POLLACK

Assistant Professors: KIRSTEL, NASS

Instructors: JACOBSON, ROBB, SMITH, GRAHAM

Art courses contribute to the student's understanding of the functions of the various arts in the shaping of environment and stimulate participation and understanding in the visual arts. The department provides a major and a minor in art and a major in art education leading to teacher certification. The department also offers a masters program leading to the Master of Education in Art Education in the Evening and Summer Divisions.

ART MAJOR

All prospective art majors and minors must register with the Art Department as early as possible during the first year. The purposes of a major in art are to provide a background for personal creativity, to prepare for graduate work, and to provide a foundation for a career in art. Required courses are: 103, 202, 203, 211, 310, 321, 322, 329, 331, 340.

In addition, 14 credits in art courses are required to reach the minimum total of 34 credits. The Art Department may require upper class students to undertake independent study from an individually selected bibliography. Participation in the annual student exhibit is required. The department reserves the privilege of retaining student work, including rights of reproduction and publication.

ART EDUCATION MAJOR

For students who desire teaching certificates in art on the elementary and secondary levels (dual certification), the required courses are the same as those listed for an Art Major plus the following: Art 325; Educ 376; Educ 380; Educ 396; Educ 390, Student Teaching in the Elementary and Secondary Schools.

ART MINOR

Students who wish a minor in Art should select the following courses: 103, 203, 211, 321, or 322, 329, 340. In addition to these courses the student should select additional credits to have a minimum total of 20 credit hours in Art.

ART COURSES (ART)

- 103 FUNDAMENTALS OF DESIGN (2) Elements and principles of design and aspects of their application.
- 202 DESIGN (2) Organization and use of the elements of design; emphasis upon independent investigation; the application of aesthetic principles to graphic and plastic problems. Prerequisites: 103 or equivalent.
- 203 ART IN THE CULTURE (2) Analysis of form in the graphic and plastic arts including: architecture, ceramics, industrial design, painting, printmaking and sculpture. Investigation of the relationship between cultural values and art forms. Studio emphasis upon the expressive possibilities of materials.
- 211 DRAWING AND THE APPRECIATION OF DRAWING (2) Problems of expressive draftsmanship in theory and practice. Drawing from both the costumed and nude figure.
- 215 PROJECTIVE DRAWING (2) Methods of perspective, orthographic and isometric projections. The use of various media in the rendition of three dimensional form.
- 305 THE ART OF PUPPETRY AND MARIONETTE PRODUCTION (2) Design and construction of puppets and marionettes: adapting plays, stories, and events; designing and constructing scenery; lighting; production.
- 306 ARCHITECTURAL CONCEPTS (2) Basic ideas underlying the organization of space and materials for human needs. Lectures, slides, and field trips will be used to convey both contemporary and historical aspects of the design of private and public buildings and of communities. Prerequisite: 203.
- 310 THREE DIMENSIONAL DESIGN (2-3) Creation of forms in space exploiting the inherent expressive possibilities of various materials and tools. Discussion, lecture. Prerequisite: 103 and 202.
- 311 DRAWING (2) Continued studio work in drawing, landscape, still life and figure. Prerequisite: 211.
- 314 THE ART OF ENAMELING ON METAL (2) Essentials of design as applied to the art of enameling on copper and silver. The appreciation of master works of enameling from medieval to contemporary times. Prerequisite: 103 and 202.
- 320 EXHIBITION TECHNIQUES (2-3) Materials, techniques, and methods for the aesthetic presentation of informational materials. The design of bulletin boards, exhibit spaces, display tables. Prerequisite: 103 or consent of instructor.
- 321 ANCIENT, MEDIEVAL AND RENAISSANCE (3) Art as seen in historical perspective. Readings, museum trips and research.
- 322 THE HISTORY OF ART: BAROQUE THROUGH CONTEMPORARY (3) The art of the Seventeenth, Eighteenth, Nineteenth and Twentieth Centuries. The origins of contemporary art and their development.
- 325 ADVERTISING DESIGN AND COMMERCIAL ART (2) Problems in advertising design and commercial art. Line, half-tone and color as elements of visual communication and layout. The application of drawing, painting and design to the field of illustration; principles of lettering and the study of typography. Prerequisite: 103 and 202.
- 329 OIL PAINTING AND RELATED MEDIA (3) Varied approaches to painting are explored. A variety of media (e.g. collage, encaustic, oil painting) are presented through demonstration and lecture. Prerequisite: 103 or consent of instructor.

- 330 WATER COLOR AND RELATED MEDIA (3) Varied approaches to water color are explored. A variety of media (e.g. gouache, casine, watercolor) are presented through demonstration and lectures. Prerequisite: 103 or consent of instructor.
- 331 CERAMICS (2) Creative possibilities of ceramic materials. Studio work, lectures and discussions on ceramic design, techniques and materials. Prerequisite: 103 or consent of instructor.
- 340 SCULPTURE (3) Study of the human figure as related to personal expression in the sculptural media. Investigation of the materials of sculpture in relationship to the creative process. Prerequisite: 103.
- 351 ETCHING AND RELIEF PRINTING (2) Personal expression in printmaking through the media of the woodcut, the subtractive color-woodcut, etching, drypoint, engraving and various other intaglio processes. Prerequisite: 211 or consent of instructor.
- 405 ART PRINCIPLES AND CRITICISM (2) Principle concepts of art; theories of perception and aesthetics; application of theories to the interpretation of specific works of art. Prerequisites: 203 and 321 or 322.
- 414, 415 ADVANCED STUDIO (2-4, 2-4) Practice for advanced students in their fields of special interests. Prerequisite: A course in the field of special interest.
- 429 OIL PAINTING AND RELATED MEDIA (3) Continued studio experiences in painting. Prerequisite: 329 or consent of instructor.
- 430 WATER COLOR AND RELATED MEDIA (3) Continued studio experiences in painting. Prerequisite: 330 or consent of instructor.
- 431 CERAMICS (2) Continued studio experiences in ceramics. Prerequisite: 331.
- 440 SCULPTURE (3) Continued studio experiences in sculpture. Prerequisite: 340.
- 451 LITHOGRAPHY AND SERIGRAPHY (2) Painting as a creative art. Drawing and printing; lectures, demonstrations and criticisms. Prerequisite: 211 or consent of instructor.
- 460 SEMINAR IN ART HISTORY (2) Intensive analysis of a defined historical period of stylistic development in art. Directed readings in both period and contemporary sources. Discussions and examination of works in museums and galleries. Prerequisites: 321 and 322 or consent of instructor.

GRADUATE COURSES

- 514 GRADUATE STUDIO (2-4) Independent work in field of special interest with weekly criticism by staff. Prerequisites: Undergraduate work in field of specialization.
- 529 PAINTING (3) For students with previous experience in painting; consideration of current trends and styles; studio work, museum visits, lectures. Prerequisites: 329 and 429 or equivalent.
- 530 WATERCOLOR (3) Consideration of current trends and outstanding painters and styles. Studio work, museum visits, lectures. Prerequisites: 330 and 430 or equivalent or consent of the instructor.
- 531 CERAMICS (2) Advanced work in ceramic design and techniques of glazes, clay bodies, firing. Prerequisites: 331 and 431 or equivalent.
- 540 SCULPTURE (3) For students with previous experience in sculpture; consideration of current trends and styles; studio work, museum visits, lectures. Prerequisites: 340 and 440 or equivalent.
- 551 GRAPHICS (2) For students with a basic knowledge of printmaking; studio work in intaglio and relief processes. Aspects of mixed media explored. Prerequisite: 351, 451 or equivalent.
- 575 SEMINAR IN ART EDUCATION (3) Investigation of problems in art education and related fields; examination of theories of art and art education; discussion of current developments and forces affecting art education.
- 580 RESEARCH IN ART AND ART EDUCATION (3) Methods of research applicable to art and art education. Students will explore areas of their choice with a view to isolating a thesis or project subject. Prerequisites: 575 and permission of instructor.

- 590 ART THESIS; CREATIVE PROJECT (3) If approved, student will pursue his project, which will result in an exhibition of his work plus a suitable paper defining the project's scope and philosophy. Prerequisites: 580 and permission of the instructor.

The following art education courses are taught by members of the Art Faculty. Course descriptions will be found under the Education Department.

- 371 ART AND THE CHILD
376 TEACHING ART IN THE ELEMENTARY SCHOOL
390 STUDENT TEACHING IN ELEMENTARY SCHOOL ART
390 STUDENT TEACHING IN SECONDARY SCHOOL ART
396 TEACHING ART IN THE SECONDARY SCHOOL
435 ADVANCED ART EDUCATION



BIOLOGICAL SCIENCES

Professors: HATHAWAY, ODELL

Associate Professors: CROOK, ERICKSON (*Chairman*), MUMA, WALKER

Assistant Professors: ANDERSON

Instructors: BUCHANAN, CAULWELL, HOLMAN, MECHLING,

THEROUX, WILLIAMS

Students interested in biologically oriented careers in teaching, fundamental and industrial research, medicine, dentistry, pharmacy, nursing, veterinary science, conservation and allied fields should major in this department. Staff members will aid each student in designing a program to meet his special needs.

BIOLOGY MAJOR

The requirements for the major are: Biology 103, 204, 205, 214, 215, 340 plus seven credit hours from other courses offered by the department; Chemistry 206, 207, and 218; Physics 211 and 212*; Math 111.

The department strongly recommends the completion of two years of a foreign language for students who may wish to pursue graduate study.

BIOLOGY COURSES (BIOL)

NOTE: Biol 103 is a prerequisite for all other biology courses.

- 103 FUNDAMENTALS OF BIOLOGY (4) The basic biological principles common to plants and animals. Topics include cell structure and processes (both physical and biochemical), mitosis, gametogenesis, aspects of embryology, genetics, evolution, ecology and an overview of the animal and plant kingdoms. Average of two laboratory hours per week.
- 120 ZOOLOGY I (4) Cell structure, cell processes, tissue and organ levels of organization, genetics, and basic principles of embryology. Emphasis is given the animal phyla including phylogenetic relationships, comparative morphology and physiology, and life histories of representative types. Offered only for pre-professional students. Average of four laboratory hours per week.
- 204 GENERAL BOTANY (4) Morphology, anatomy, and physiology explored through the study of selected plant types. Average of four laboratory hours per week.

* Physical Science 200 may be substituted in exceptional instances by consent of the Department.

- 205 FIELD AND SYSTEMATIC BOTANY (4) Plant kingdom centered around taxonomy and ecology. Methods of collection, identification, and preservation will be developed in the field and laboratory. Average of four laboratory hours per week. Prerequisite: 204 or consent of instructor.
- 209-210 HUMAN ANATOMY AND PHYSIOLOGY (4, 4) Skeletal, muscular, nervous, respiratory, circulatory, digestive, excretory, endocrine, and reproductive systems. Average of three laboratory hours per week.
- 214 FUNCTIONAL ANATOMY OF VERTEBRATES (3) Organ systems of selected vertebrate types with emphasis on basic physiological processes. Laboratory dissections. Average of two hours per week in laboratory work.
- 215 FIELD AND SYSTEMATIC VERTEBRATE ZOOLOGY (4) Evolution, distribution, and definitive features of each class are studied comparatively. Extensive field and laboratory work deals with morphologic, taxonomic, ecologic, and behavioral features of selected vertebrate groups and species. Average of four hours per week in laboratory work.
- 220 ZOOLOGY II (4) For biology majors, pre-professional and transfer students. Average of four laboratory hours per week. Not open to students having credit for 214 or equivalent.
- 303 INVERTEBRATE ZOOLOGY (3) Fresh, brackish, and salt water species of major phyla from the Protozoa through the Arthropoda (except the insects) with special emphasis on local forms. Economic, ecological, and taxonomic considerations. Average of two laboratory hours per week.
- 304 COMPARATIVE ANATOMY OF VERTEBRATES (4) Comparative study of vertebrate animals, their structures, natural history, and relationships, by means of dissections, lectures, and discussions. Average of three laboratory hours per week. Prerequisite: 214 or 220.
- 311 CLASSICAL AND CONTEMPORARY WRITINGS IN THE BIOLOGICAL SCIENCES (1) Examples of the great literature of biology.
- 314 ORNITHOLOGY (3) Laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is on birds of the Baltimore area. A banding station is operated throughout the course. Occasional field trips. Average of two laboratory hours per week.
- 315 ENTOMOLOGY (3) Laboratory and field course in insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, economic importance, and control. Average of two laboratory hours per week.
- 318 MICROBIOLOGY (4) Principally a laboratory course investigating such groups of organisms as bacteria, protozoa, and lower plant forms, with emphasis on bacteria. Average of four laboratory hours per week. Prerequisite: Chem 206-207. May be taken concurrently.
- 326 ANIMAL EMBRYOLOGY (4) Developmental anatomy and the underlying principles involved in development. This last area will be approached from an experimental base. Average of four laboratory hours per week. Prerequisite: 214.
- 327 ANIMAL PHYSIOLOGY (4) Functioning of animal organ systems, with emphasis on the vertebrate body. An average of four laboratory hours per week. Prerequisite: 214 or 220, Chem 206-207.
- 333 HISTOLOGY AND MICROTECHNIQUE (3) Principal vertebrate tissues. Laboratory work will include both the interpretation and preparation of tissue slides for microscopic study. Average of three laboratory hours per week. Prerequisite: 214 and Chem 206-207.
- 340 GENETICS (3) Heredity and variation, and their application to evolution and development. Gene action at the morphological, physiological and biochemical levels. Laboratory work entails use of *Drosophila*, corn and *Neurospora* in the application of genetic principles. Average of two laboratory hours per week. Prerequisites: Chem 207 and Math 111 or consent of instructor.
- 350 COMPARATIVE PLANT ANATOMY (3) Anatomical survey of the various plant groups with emphasis on their evolutionary relationships. Average of two laboratory hours per week. Prerequisite: 204.
- 392 CONSERVATION OF NATURAL RESOURCES (3) Basic conservation practices and problems. Soil, water, forest, and wildlife resources with emphasis on interrelationships. Specialists in

various phases of local, state and federal conservation work conduct or assist in the conduct of numerous field trips. Average of three laboratory hours per week. Prerequisite: Biol 103 and Geog 103-104.

- 401 ADVANCED LABORATORY IN BIOLOGICAL SCIENCE (2) Exacting laboratory work of an advanced nature under the guidance of the Department. Each student will present and defend his work at a seminar. Prerequisite: Consent of instructor.
- 410 BIOLOGICAL LITERATURE (2) Familiarization with the literature of biology through the preparation of papers requiring a review of the literature. Two one-hour lectures. Prerequisite: Consent of instructor.
- 420 BIOANALYSIS (3) Microscopic and biochemical methods used in determining major components and important contaminants of feeds, spices, stabilizers, adhesives, bakery materials, fats and oils, meat products, crystal mixtures, dairy products, etc. Effects of changing temperatures, pressure and chemical environment on products. An average of three laboratory hours a week. Prerequisite: Introductory courses in biology and chemistry or consent of instructor.
- 500 SELECTED GENERAL PRINCIPLES IN BIOLOGY (3) Current directions of biological investigations will be discussed together with a treatment of recent contributions to biological areas and principles. Sufficient background will be given to provide coherence and understanding. Three one-hour lectures. Prerequisite: Consent of instructor.

NATURAL SCIENCE MAJOR

The program is designed to give a broader view of the sciences than obtained in a traditional undergraduate major in a single science. This is done at the sacrifice of depth and students should therefore be aware that this major will not prepare them for graduate work in a single science. Course requirements are: Biol 103, Biol 204, Biol 214, Biol 401, (or Phsc 401), Chem 206-207, Chem 216, Chem 218, Phsc 224, Phsc 320a, Phys 211-212, Phys 402, Science electives (including one field course) for eleven credit hours, and Math 111, for a total of 56 hours in science and mathematics.

Prospective secondary school teachers of general science should elect this major. To meet State Certification requirements at least 18 hours must be taken in either biology, chemistry or physics; 6 semester hours are required in each of the other two fields.

SCIENCE EDUCATION COURSES

The following courses are staffed by the Department of Biological Sciences and Physical Sciences and are offered in cooperation with the Education Department. Descriptions of these courses are included under Education Department listings.

- EDUC 333 KINDERGARTEN-PRIMARY PROFESSIONAL BLOCK I — SCIENCE
- EDUC 335 TEACHING SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES
- EDUC 362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL
- EDUC 383 TEACHING SCIENCE IN THE SECONDARY SCHOOL
- EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — BIOLOGY
- EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — SCIENCE
- EDUC 509 SEMINAR IN ELEMENTARY SCHOOL SCIENCE



ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Professors: COLEMAN (Chairman), McCALL

Associate Professors: MERANI, SANBORN

Assistant Professor: GROSSMAN

Instructors: CORNETTI, SMITH

The respective areas of economics, political science, and sociology are designed to achieve the following objectives: to aid the student to be a better adjusted and effective citizen, to provide preparation for admission into graduate and professional schools, as well as to give background training for careers in teaching, civil and international administration, law, public relations, business and research.

ECONOMICS MINOR

Twenty-four credit hours are required as a minimum for the minor in economics, including fifteen hours of required courses and ten hours of electives. The required courses are 202, 203, 324, and 404, and Math 210.

ECONOMICS COURSES (ECON)

- 202 PRINCIPLES OF ECONOMICS AND PROBLEMS (3) How private enterprise determines what is produced, prices, wages, profits. Supply and demand. Competition and monopoly. Labor unions, income distribution. Farm policy. The role of the government in our economy.
- 203 ECONOMIC PRINCIPLES AND PROBLEMS (3) Inflation and unemployment — causes and remedies. Money and banking. Government spending and taxation. International trade. Prerequisite: 202.
- 324 MONEY AND BANKING (3) Organization and function of the money, credit and banking system of the United States; banking institutions, Federal Reserve System; the relation of money and credit to prices; foreign exchange. Prerequisite: 202.
- 327 INTERNATIONAL ECONOMICS (3) International trade. Tariffs and other restrictions. The principle of comparative advantage. The International Bank, the International Monetary Fund, and other cooperative arrangements. Prerequisite: 203, and Math 210.
- 332 COMPARATIVE ECONOMIC SYSTEMS (3) Contemporary economic systems with emphasis on methods of social control. Capitalism, socialism, communism. Economic planning. Prerequisite: 203 and Math 210.

- 335 MACROECONOMIC THEORY (3) The overall level of output, prices, employment, interest rates. Keynesian economics. Prerequisite: 203.
- 337 PUBLIC FINANCE (3) Principles of taxation, government expenditure and public debt; relationship of fiscal policy to income and growth. Prerequisite: 203 and Math 210.
- 382 LABOR ECONOMICS AND LABOR RELATIONS (3) The determination of wages. Labor unions: history, structure, activities, effects. Government labor policy. Prerequisite: 202.
- 404 HISTORY OF ECONOMIC THOUGHT (3) Development of economic theory; eighteenth and nineteenth century classical schools. Modern economic literature on price, investment and employment. Prerequisite: 203.
- 481 PROSEMINAR ON ECONOMIC ISSUES (3) Research and writing of papers on an economic issue selected by the instructor. Prerequisite: 324 or 335.
- 504 WORKSHOP ON ECONOMIC EDUCATION (3) Designed to help teachers and school administrators gain a better understanding of the economic workings of the society in which we live. (Summer School only)

Attention is also called to the following courses:

- GEOG 316 ECONOMIC GEOGRAPHY
- HIST 328, 329 ECONOMIC HISTORY OF EUROPE
- HIST 333, 334 ECONOMIC HISTORY OF THE UNITED STATES (History Department)

POLITICAL SCIENCE MAJOR

Thirty credit hours are required as a minimum for the major in political science, including fifteen hours of required courses and fifteen hours of electives. The required courses are 206, 207, 482, and either 338 and 339 or 426 and 427.

POLITICAL SCIENCE MINOR

Twenty-four credit hours are required as a minimum for the minor in political science, including twelve hours of required courses and twelve hours of electives. The required courses are 206, 207, and either 338 and 339 or 426 and 427.

POLITICAL SCIENCE COURSES (POSC)

- 206 AMERICAN NATIONAL GOVERNMENT (3) Structure and functions of the government of the United States and the problems involved in the extension of the scope of democratic government in our contemporary life.
- 207 STATE GOVERNMENT (3) Historical background, state constitutions, and the legislative, executive and judicial branches of government. Problems of state administration and federal-state relations. Prerequisite: 206.
- 307 INTERNATIONAL POLITICS (3) An examination of the theories of mutual relations of states. Elements of national powers; International Politics as a struggle for Power; International Conflicts; and Restraints upon the Struggle for Power. Prerequisites: Hist 121 and 122, or consent of instructor.
- 317 INTERNATIONAL LAW AND ORGANIZATION (3) Role of international law in past and modern politics; emphasis upon attempts at developing international law through international organization, and the obstacles created by ideological conflicts. Prerequisite: Hist 121 and Hist 122 307, or consent of instructor.



- 338 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: THE WESTERN WORLD (3) Constitutional and legal processes of England, France, Italy, and Germany. Some attention given to the small social-democratic states of Europe. Prerequisite: Hist 121, 122.
- 339 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: RUSSIA AND THE EAST (3) Constitutional and legal processes of Russia, Japan, China and other Eastern powers. Prerequisite: Hist 121, 122.
- 353 CONTEMPORARY AMERICAN FOREIGN POLICY (3) Nature, bases, and instruments of American foreign policy in the contemporary age, as well as its formulation, control, and execution. Not open to political science majors. Prerequisite: Hist 221, 222 or consent of instructor.
- 355 THE LATIN AMERICAN POLICY OF THE UNITED STATES (2, 3) Diplomatic and cultural relations between the United States and Latin America. The Pan-American Movement, Implementation of the Monroe Doctrine, and the advent of the Good Neighbor Policy. Prerequisite: Hist 221, 222.
- 376 PUBLIC ADMINISTRATION (3) Administration as a central element of contemporary society, with special reference to the problems of governmental organization, control, personnel, finance, and public relations. Prerequisite: 206.
- 417 AMERICAN POLITICAL PARTIES (2) Origin and development of the American two-party system. The activities of pressure groups and organizations, and their effects upon the party system. Prerequisite: Hist 221, 222 or Posc 206.
- 418 CONSTITUTIONAL LAW (3) A study of the constitution of the United States based on leading judicial decisions interpreting the constitution and statutes from 1789 to the present. Prerequisite: 206.
- 426 POLITICAL THEORY (3) Political thought in the West from the Greeks to the end of the sixteenth century. Prerequisite: Hist 121, 122 or consent of instructor.

- 427 POLITICAL THEORY (3) Political philosophers and their writings since the sixteenth century. Attention given to the conflict of ideologies in the twentieth century. Prerequisite: Hist 121, 122 or consent of instructor.
- 432 UNITED STATES-SOVIET RELATIONS (2) Diplomatic, cultural, and economic relations between the U.S.S.R. and the U.S. Emphasis on the period since 1933 with a careful study of the effects of the Second World War upon the balance of power. Prerequisite: Hist 121, 122, 221 and 222.
- 482 SEMINAR IN POLITICAL SCIENCE (3) Various methods and techniques of research in political science, culminating in the preparation of a seminar paper. Prerequisite: eighteen semester hours in political science, or consent of instructor.

Attention is also called to the following courses:

- ECON 327 INTERNATIONAL ECONOMICS (Economics)
- GEOG 331 POLITICAL GEOGRAPHY (Geography Department)
- ECON 382 LABOR ECONOMICS AND LABOR RELATIONS (Economics)
- ECON 337 PUBLIC FINANCE (Economics)
- HIST 352 DIPLOMATIC HISTORY OF THE UNITED STATES (History Department)
- HIST 402, 403 CONSTITUTIONAL HISTORY OF THE UNITED STATES (History Department)

SOCIOLOGY MAJORS (SOCI)

The required courses for a major in sociology will be Soci 201, 205, 360, 384, 470, 483 and 12 hours of Sociology electives for a total of 30 hours.

SOCIOLOGY MINOR

The required courses for a minor in sociology are Soci 201, 205, 360, 384 and 12 hours of Sociology electives for a total of 24 hours.

SOCIOLOGY COURSES

- 201 INTRODUCTION TO SOCIOLOGY (3) Sociological concepts, theories, methods and findings. The scope of sociology and an introduction to several areas of sociological investigation including social stratification, collective behavior, and interrelationships among social institutions.
- 204 MARRIAGE AND THE FAMILY (3) Critical analysis of sociological research related to marriage and the family. An analysis of family structure and the changing pressures of the family. Prerequisite: 201 or consent of the instructor.
- 205 INTRODUCTION TO ANTHROPOLOGY (3) A survey of the fields of anthropology. The basic principles of physical anthropology, ethnography and social anthropology.
- 340 SOCIAL STRATIFICATION (3) The nature of social stratification. A survey of studies of social mobility. Investigation of the determinants of differential prestige. Prerequisite: 201 or consent of the instructor.
- 341 URBAN SOCIOLOGY (3) The rise and dominance of the modern city. Ecological analysis of social trends and problems. Prerequisite: 201 or consent of the instructor.
- 342 COLLECTIVE BEHAVIOR (3) Crowds, mobs and other relatively unstable collectivities. Prerequisite: 201 or consent of the instructor.
- 359 SOCIAL MOVEMENTS (3) General, specific and expressive movements. The forces producing change and the manner in which new social organizations are formed and established. Prerequisite: 201 or consent of the instructor.

- 360 **SYSTEMATIC SOCIOLOGICAL THEORY (3)** Major systems of sociological theory including the works, assumptions and writings of the major schools; ecology, collective behavior, social structure, culture and social change. Prerequisite: 201 or consent of instructor.
- 379 **SOCIAL DISORGANIZATION (3)** Major results of social disorganization in the contemporary community. Causes of disfunction and the implications of disorganization for social change. Prerequisite: 201 or consent of the instructor.
- 381 **RACE AND CULTURAL RELATIONS (3)** Results of contact between peoples of difference racila and cultural backgrounds. Emphasis placed on segregation and discrimination. Prerequisite: 201 or consent of the instructor.
- 383 **CRIMINOLOGY (3)** The causes of crime and the utility and justification of punishment. Prerequisite: 201 or consent of instructor.
- 384 **RESEARCH METHODS IN SOCIOLOGY AND ANTHROPOLOGY (3)** Methods used in sociological and anthropological research, including participant — observation, interviewing, and survey research. Various indirect techniques will be discussed and students will acquire familiarity with research designs using these methods. Prerequisite: 201 or consent of the instructor.
- 408 **DEVELOPMENT OF SOCIOLOGICAL THEORY (3)** Contributions of the major social thinkers from antiquity to the present. A critical analysis of the sociology of knowledge. Prerequisite: 260 or consent of the instructor.
- 409 **SMALL GROUPS (3)** Formal and informal action in small groups characterized by face-to-face interaction. Emphases on leadership and opinion formation. Prerequisite: 201 or consent of the instructor.
- 411 **POPULATION AND ECOLOGY (3)** The history of population, demographic and ecological theory. Significant research and techniques for explanation of relevant data. Prerequisite: 201 or consent of the instructor.
- 451 **APPLIED SOCIOLOGY (3)** Use of sociological theory and research for problem — solving. Survey of the major developments in business, governmental, medical and advertising fields. Prerequisite: 360 or consent of the instructor.
- 470 **INDEPENDENT RESEARCH (3)** Supervised research and sociological investigation of matters of interest to the students. Emphasis upon data analysis and presentation. Open only to seniors majoring or minoring in sociology.
- 483 **SEMINAR IN PROFESSIONAL SOCIOLOGY (3)** Professional problems of the sociologist, with a critical analysis of the careers of major figures in American sociology. Open only to seniors majoring or minoring in sociology.

SOCIAL SCIENCES MAJOR

A student may avail himself of a social science major. The purpose of this major is to encourage the student to explore several social science fields. Such investigation, performed well, leads to an appreciation of the structure and function of the chosen areas and offers a background for some careers, particularly teaching in those grades where a specialized knowledge in depth is not required. Fifty-four credit hours are required for the major in social sciences, including thirty-six hours of required courses and eighteen hours upper division electives. The required courses are Hist 121, 122, 221, 222; Geog 103, 104, six hours of Political Science, six hours of Sociology and six hours of Economics.



EDUCATION

Professors: BROYLES, BURRIER, FITZGERALD (*Director of Elementary Education*), HARTLEY, HAUSERMAN, KJER, SCHROEDER (*Chairman and Director of Teacher Education*), WILLIAMSON.

Associate Professors: ABENDROTH, BELLOWS, CORNTHWAITE (*Director of Audio-Visual Education*), SPRAGUE, VELIE (*Director of Early Childhood Education*), WESLEY.

Assistant Professors: BINKO, BRAMBLETT, BOND, CIMINO, COX, HOLDEN, KARFGIN, LLOYD, PATTEN, RAY (*Acting Director of Secondary Education*), TAYLOR.

Instructors: BOYD, COHN, MATARELLA

Faculty Members from other departments also participate in teaching courses in the Education Department.

The teacher education program is designed to help the student mature in the varied understandings and competencies needed by the beginning teacher. Building upon the foundation of a sound general education, the student is guided toward an understanding of the child, the school, and the educative process. Courses in theory are carefully interwoven with laboratory experiences in the public schools to provide continuing practical experiences throughout the student's college career. All aspects of the program have as their central aim the development of teachers who are broadly prepared individuals, who work well with children, and who are ready and able to take intelligent action on current educational issues.

SEQUENCES OF COURSES

All students must register their curriculum patterns with the director of their professional division during the second semester of their freshman year. Transfer students must first consult with their major advisor and then plan their programs with the director of their professional division during their first semester at the college.

EARLY CHILDHOOD EDUCATION

The Early Childhood program is designed for students who have a special interest in teaching the young child, ages three through eight years. It is built on the premise that special capabilities and understandings are necessary to successfully teach in the pre-school and primary grades. There is an increasing demand for specialists (men and women) in Early Childhood Education, and the program at Towson State College is designed to prepare such specialists as well as to prepare superior classroom teachers for the early school years.

Required courses for the Early Childhood program are: Art 103; Educ 105, 333, 334 (6), 335 (3), 390, 410; Math 205; Musc 203; PhEd 201, 202; PoSc 203; Geog 103, 104; and Educ 390, Student Teaching in Early Childhood (10).

EARLY CHILDHOOD EDUCATION MAJOR

In addition to the regular program in Early Childhood Education, a major is available. Applications for a major will be processed during the student teaching semester by the director of the program.

To be eligible for a major in Early Childhood Education, a student must have demonstrated outstanding personal qualifications for working with children in either nursery school or kindergarten and grades one, two or three. In addition to the regular requirements for all students in the Early Childhood Education Program, individuals who are majoring in this area will pursue, with approval of the Director, 5 additional elective hours and will be required to have one term of student teaching on the nursery school or kindergarten level.



EDUCATION COURSES (EDUC)

EARLY CHILDHOOD EDUCATION

Professional Block I

- 333 THE RELATED ARTS AND SCIENCE OF THE ARTS (5) Interdepartmental instruction by specialists in art, music, science, physical education, and early childhood education. Classroom participation in college laboratory school.

Professional Block II

- 334 CURRICULUM ANALYSIS AND METHODS OF INSTRUCTION (4) Emphasis on objectives and methods in teaching reading and other language arts, and social living; analysis of classroom management and organization during extended participation in public school classrooms.
- 334 TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION (2) Reading, discussions, and observations of children's ability to perform quantitative thinking; methods of presentation from meaningful experiences. Prerequisite: Math 204 and consent of the instructor.

Professional Block III

- 335 CURRICULUM CONCEPTS IN EARLY CHILDHOOD EDUCATION *ADVANCED* (2) Correlates classroom problems encountered in student teaching with research in curriculum improvement. Parallels student teaching, 390 Student Teaching in Early Childhood. Specialists in reading and science assist block coordinator.
- 335 TEACHING SCIENCE IN EARLY CHILDHOOD (1) Culmination of science emphasis in Professional Blocks I and II.
- 390 STUDENT TEACHING IN EARLY CHILDHOOD (10) Assignment in public school kindergarten and primary grades classrooms under expert guidance. Two terms of 8 weeks on different grade levels, four consecutive days weekly (concurrent with Block III one day weekly.)

ADDITIONAL COURSES IN EARLY CHILDHOOD EDUCATION

- 422 SEMINAR IN EARLY CHILDHOOD EDUCATION (3) Research for program planning in nursery school, kindergarten and grades one, two and three. Premises, concepts and methodology in light of teaching experience; current trends and issues. Prerequisites: Student teaching and/or teaching experience in pre-school or primary grades. Junior standing or above required. Offered summer sessions, evenings and daytime programs.
- 423 LABORATORY EXPERIENCES IN EARLY CHILDHOOD (3) Classroom experiences with children in pre-school and primary grades (three to eight years) in a variety of teaching-learning situations. Analysis of observations in light of current research. Offered summer sessions only. Not open to matriculated students in the daytime program in Early Childhood Education. May be taken concurrently with 422. Prerequisite: Consent of the instructor and junior standing or above.

Students interested in pursuit of a Masters Degree in Early Childhood should ask for a conference with the Director or other faculty members of the Early Childhood Education Program.

ELEMENTARY EDUCATION

The elementary education curriculum is designed for students who are interested in the total elementary school program. The following required courses are designed to integrate classroom and laboratory experience in such ways as to prepare students for beginning teaching in public schools. The required courses for elementary education program are: Art 103; Educ 105, 360, 361, 362, 363, 364, 390 (Student Teaching Elementary), 410; Math 205; Musc 203; PhEd 201, 202; Psys 203; Geog 103, 104; and two of the following: Educ 371, 372, 373.

ELEMENTARY EDUCATION MAJOR

In addition to the regular Elementary Program, a major in Elementary Education is available to students who meet the requirements. Application to work for a major in Elementary Education may be made at any time but not later than the second semester of the junior year. Official action on the application will be taken by the Director of Elementary Education Division following student teaching.

To be eligible for a major in Elementary Education, a student must be in good standing, have a cumulative average of 2.00 or better, must have demonstrated outstanding personal qualifications for working with children in the elementary school, and must complete Psys 410 or Educ 385 and Educ 425 or Educ 426. The latter course must follow student teaching.

EDUCATION COURSES (EDUC)

ELEMENTARY EDUCATION

- *360 OVERVIEW OF ELEMENTARY EDUCATION (2) Role of the elementary school and the professional role of the teacher; curriculum development as affected by the needs of society, child development and principles of teaching and learning.
- *361 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (1½) Locating, organizing, synthesizing, and interpreting fundamental social information.
- *362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (1½) Significance of science for the elementary school child; its contribution toward his development; criteria for selecting science experiences for children.
- *363 TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL (2) Kinds of arithmetic; the nature and meaning of arithmetic; core mathematical ideas running through elementary mathematics, research findings in teaching, arithmetic; organization of units of instruction; evaluation of pupil progress. Prerequisites: Math 204 and 205.
- *364 TEACHING READING AND OTHER AREAS OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3) Language needs and abilities of children. Development of effective language skills with emphasis on reading.
- **371 ART AND THE CHILD (2) Major considerations of art education appropriate to the work of the elementary teacher; experiences in planning and teaching art.

- **372 TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2)** Acquaints students with music programs in the elementary school through lecture, class discussion, and practice with children. Prerequisite: Mus 203.
- **373 TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2)** Observation and participation at Lida Lee Tall School. Time is devoted to planning, preparation, and presentation. Prerequisites: PhEd 101-102, PhEd 202-203; or PhEd 112, 113, 212, 213.
- 376 ART IN THE ELEMENTARY SCHOOL (2)** Concurrent course with 396, Art in the Secondary School. For course description see 396. Open only to Art Education Majors. Prerequisite: Approval of Art Department.
- 390 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (10)** Ten to twelve weeks, full time, in public school classrooms under the guidance of master teachers. Weekly conference with the college supervisor after school hours. Prerequisite: Approval of Education department.
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL ART (6)** Prerequisite: Approval of Art Department.
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL MUSIC (6)** Prerequisite: Approval of Music Department.
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION (6)** Prerequisite: Approval of Physical Education Department.
- 420 PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOL (3)** Same as PhEd 420 — see PhEd 420 for course description.
- 425 READING AND OTHER LANGUAGE ARTS IN THE ELEMENTARY SCHOOL — ADVANCED (2-3)** Application of theory and research to the teaching of reading and the other language arts. Prerequisite: 390.
- 426 METHODS AND PRINCIPLES OF READING INSTRUCTION — ADVANCED (2-3)** Principles involved in building a developmental reading program; prevention of reading difficulties; methods of remedial reading. May not be taken by those who elect 425.
- 430 MUSIC IN ELEMENTARY SCHOOL — ADVANCED (3)** Materials and procedures in a school music program including participation in planning and presentation of musical programs in the Lida Lee Tall School.
- 450 GUIDANCE IN THE PUBLIC SCHOOL — ELEMENTARY (2-3)** Scope and function of an elementary guidance program; the role of the classrooms teacher in guidance.
- * Admission to these required courses is by consent of the Director of Elementary Education.
- ** Students in Elementary Education will be assigned to two of the three methods courses in art, music, or physical education after an analysis of their individual needs. The third course may be taken as an elective.

SPECIAL SUMMER SESSION ELEMENTARY EDUCATION COURSES

- 291-293 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (6)** An overview of the elementary school curriculum, with emphasis upon the language arts, social living, and related activities in other areas. Acquaints students with classroom routines and procedures. Observation of experienced teachers working and planning with groups of children at different grade levels. Specialists discuss and demonstrate activities, materials, and procedures in music, art, and physical education.
- Open only to undergraduates. This course is expected to precede specific methods courses.
- 301-304 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (6)** First course in education for liberal arts graduates. May be followed by required methods courses at the 300 level, provided the prescribed content courses have been completed.

SECONDARY EDUCATION

The program of education for junior and senior high school teachers is designed to bring about a close integration between teaching methods and the practical experiences of observation and student teaching. After introductory courses in the nature of today's schools and their students, the prospective secondary teacher enters the student teaching semester. Methods, philosophy, techniques, and practice are combined to provide a thorough preparation for teaching. The student teaching semester is followed by a course in the sociological, philosophical, psychological, and historical foundations of education.

The required courses for all secondary education students are: Educ 105, 381, 391, Psyc 203, a two-hour approved methods course, student teaching in major area, and Educ 410.

All secondary education students (prospective secondary and junior high school teachers) must select a major in an area leading to certification by the Maryland State Department of Education. The number of hours and required courses for a major are defined under department headings in this catalogue. The major plus the additional number of electives needed to fulfill the remaining 54 hours will meet degree requirements and Maryland certification requirements.

Students may prepare to teach in English, history, geography, social studies, mathematics, foreign language, biology, chemistry, physics, secondary school science, art, music, physical education, speech and dramatics.

For certification as a Junior High School teacher, a student must pursue the same program outlined for the secondary teacher, with the exception that student teaching experience will be at the junior high school level.

EDUCATION COURSES (EDUC)

SECONDARY EDUCATION

- 381 PRINCIPLES OF SECONDARY EDUCATION (3) Philosophy and purpose of secondary education; nature of secondary education programs; principles of teaching and learning; basic elements in planning instruction.
- 383 TEACHING SCIENCE IN THE SECONDARY SCHOOL (2) Selection of appropriate content, method and evaluation techniques, analysis of textbooks and resource materials. Open only to students in the student teaching block.
- 384 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL (2) Current curriculum trends; materials, methods, and activities in the teaching of social studies, history, geography, and citizenship. Role of social studies in the core. Open only to students in the student teaching block.
- 385 MEASUREMENT IN THE SECONDARY SCHOOL (2) Problems in measurement; principles underlying choice of test instruments; survey of test literature; dealing with test data; constitution and interpretation of tests.

- 386 TEACHING ENGLISH IN THE SECONDARY SCHOOL (2) Literature and grammar as taught in secondary schools. Open only to students in the student teaching block.
- 387 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (2) Aims and purposes of mathematics instruction; examination of courses of study and textbooks; study of conceptual approaches. Open only to students in the student teaching block.
- 388 GUIDANCE IN THE PUBLIC SCHOOL—SECONDARY (2) Readings and discussions of the scope and function of a guidance program; the role of the guidance specialist; the function and purpose of counseling; and use of guidance forms.
- 389 TEACHING SPEECH AND DRAMA IN THE SECONDARY SCHOOL (2) Problems, materials, methods, and techniques in specific speech instruction areas; integration of speech and drama in co-curricular school activities. Open only to students in the student teaching block.
- 390 STUDENT TEACHING IN THE SECONDARY SCHOOL (10-12) Practical experience in observation, participation, and student teaching in public school situations. Student Teaching is offered in the following subject areas:
- | | | | |
|--------------------------|------|------------------------------|------|
| 390 Art | (6) | 390 Music | (6) |
| 390 English | (10) | 390 Physical Education | (6) |
| 390 Speech and Dramatics | (10) | 390 Biology | (10) |
| 390 Mathematics | (10) | 390 Secondary School Science | (10) |
| 390 French | (10) | 390 Social Studies | (10) |
| 390 German | (10) | 390 Core Program | (10) |
| 390 Spanish | (10) | | |
- 391 LABORATORY IN NEW EDUCATIONAL MEDIA (1) Experience in operation of multi-sensory aids to teaching, preparation of teaching aids, and application of television, transparencies, tape recordings, programmed learning, and motion pictures to the modern classroom.
- 392 TEACHING MUSIC IN THE SECONDARY SCHOOL (3) Current methods and materials used by the music specialist. Open only to students in the student teaching block.
- 395 TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL (2) Methods of teaching sports, track and field, stunts, combatives, rhythms, relays, and mass games. Open only to Physical Education majors and other interested students in the student teaching block.
- 396 TEACHING ART IN THE SECONDARY SCHOOL (2) Theoretic basis of art education, the function of the art specialist, and instructional materials and skills. Concurrent course with 376. Open only to art majors. Prerequisite: Approval of Art Department.
- 397 TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL (2) Aims and purposes of foreign language instruction; current curricular trends, including the importance of modern language teaching practices. Open to juniors or seniors, who plan to teach foreign language, with consent of instructor.
- 398 TEACHING READING IN THE SECONDARY SCHOOL (2) Meets four hours per week for eight weeks. General developmental reading skills; identification, diagnosis, and remediation of reading problems; comprehension, vocabulary building, word-study skills.
- 398 TEACHING READING IN THE SECONDARY SCHOOL (3) Meets three hours per week for entire semester. Covers in greater depth those topics covered in 398.
- 451 CORE PROGRAM IN THE SECONDARY SCHOOL (2-3) Philosophy, organization, content, and methods of core teaching.

ADDITIONAL EDUCATION COURSES

- 105 INTRODUCTION TO TEACHING (1) The role and scope of public education in American Democracy; the function of the teacher as a professional person; the nature of educational programs at all levels. Activities designed to help students make a choice of specialization.
- 315 METHODS AND MATERIALS IN NEW EDUCATIONAL MEDIA (3) Methods of vitalizing learning through the use of pictures, field trips, motion pictures, television, transparencies, records, and programmed learning; location of materials, operation of apparatus, preparation of tools of learning.

- 331 HISTORY OF EDUCATION (3) Major developments, personalities, and movements in the evolution of education.
- 380 SURVEY OF EDUCATIONAL PROGRAMS (3) Survey of educational programs and services K-12. Combines theoretical aspects of 360, Overview of Elementary Education and 381, Principles of Secondary Education. Open only to those students in art, music, or physical education whose majors lead directly to certification in elementary and secondary education. Approval must be obtained both from the chairman of the student's major department and from the Director of Teacher Education.
- 394 PLAY PRODUCTION FOR THE CLASSROOM TEACHER (2) Procedures of play selection, casting, planning, rehearsals, scenery, lights and publicity. Problems in acting, directing, and design.
- 401 CHILDREN'S LITERATURE (3) Examination of children's books; study of content and form.
- 402 JUVENILE LITERATURE (3) Examination of juvenile literature apart from textbooks; criteria for this literature; study of content and form.
- 403 DIFFERENTIATED STUDENT TEACHING (2-8) Student teaching experiences in addition to those in 390, or student teaching in special subject areas, according to needs and interests of the student. Prerequisite: Consent of the student's area director.
- 405 FIELD STUDIES OF THE CHILD AND HIS COMMUNITY (2) Planning and working with groups of children in approved social agencies or making extensive studies of recreational and non-recreational social agencies. Class discussions and field trips.
- 406-407 GROUP LEADERSHIP (2) Development of skills for counseling the older adolescent. Second semester includes application of theory as student assumes leadership of a freshman orientation section. 1 hour per week for two semesters. Both semesters must be completed to receive credit. Prerequisite: Student Teaching or concurrently with Student Teaching and consent of instructor.
- 410 FOUNDATIONS OF EDUCATION (2-3) Sociological, philosophical, psychological and historical foundations of western education. Perspectives in these areas as they relate to current educational issues and practices. Three semester hours credit upon consent of department chairman. Prerequisite: 390.
- 411 THE JUNIOR HIGH SCHOOL (3) Principles, purposes, functions, and characteristics of the Junior High School, with emphasis upon its organization and curriculum. Prerequisite: 381.
- 422 SEMINAR IN EARLY CHILDHOOD EDUCATION (3) Survey of pertinent research for program planning in the nursery school, kindergarten and grade 1, 2, and 3. Premises, concepts and methodology in light of teaching experience and current trends. Prerequisite: Student teaching and/or teaching experience in primary grades.
- 423 LABORATORY EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3) Implementation and practical application of early childhood education concepts. Direct classroom experience with children. Open only to summer session students not in the Early Childhood program during the regular college year. Prerequisite: Consent of instructor.
- 435 ADVANCED ART EDUCATION (3) Major art education problems at all levels; materials and skills in relation to classroom needs. Participation with children in the developing, planning and carrying through of projects. Prerequisite: 371.
- 452 PHILOSOPHY OF EDUCATION (3) Philosophic dimensions of the teaching-learning process, as discriminated and discussed by major philosophers and educational philosophers.
- 464 RECENT TRENDS IN TEACHING (3) Emerging concepts of teaching and organization for instruction. Prerequisite: 390 or senior standing with consent of instructor.
- 466 CONTEMPORARY ISSUES IN EDUCATION (3) Seminar approach to current issues in education. Prerequisite: 390 or senior standing with consent of instructor.
- 468 CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL (3) Principles and philosophies of curriculum development; objectives, practices and evaluation trends; the teacher's role. Prerequisite: Consent of the instructor.

GRADUATE COURSES

- 505 EDUCATIONAL IDEAS IN HISTORICAL PERSPECTIVE (3) Current trends and issues in education as reflecting and influencing the social, economic, and political forces in our cultural heritage.
- 506 INTRODUCTION TO RESEARCH IN EDUCATION (3) Research as a method for solving problems. Contributions of research to education. Prerequisite: Undergraduate course in Tests and Measurements, or Elementary Statistics, or consent of instructor.
- 508 SEMINAR IN TEACHING ARITHMETIC (3) Analysis of new topics, techniques, and materials in arithmetic instruction. Prerequisite: Math 204 or consent of instructor.
- 509 SEMINAR IN ELEMENTARY SCHOOL SCIENCE (3) Development and evaluation of science programs. Newer trends in elementary science education, a seminar paper, a series of specially designed experiences, or a research project is required of each student. Prerequisite: Biol 103, PhSc and 4 hours of elective science or consent of instructor.
- 510 SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES (3) Trends, content, issues, and materials involved in the teaching of social studies. Each student will be expected to explore in depth one aspect of the subject and present his findings to the group.
- 526 METHODS AND MATERIALS IN TEACHING READING IN THE ELEMENTARY SCHOOL (3) For teachers-in-service and other professional school personnel who have not had professional courses in reading such as 425 or 426. Covers trends in methods, materials, and individualized reading designs essential to the organization and administration of a functional reading program. Attention is given to basic principles of development and remedial procedures. Prerequisite: 364 and/or consent of instructor.
- 540 SEMINAR IN SUPERVISION (3) Role of the supervisor; supervisory practices and techniques. Students may concentrate in areas related to their professional interests. Prerequisite: Consent of instructor.
- 542 SEMINAR IN SECONDARY EDUCATION (3) Seminar approach to current practices and trends in secondary curriculum, materials, methods, and organization. Prerequisite: Nine hours of graduate work in the field of education.
- 590 MASTER OF EDUCATION THESIS (3) Carefully executed investigation and accurate recording of a specific problem selected with reference to the student's professional goals and resources. Historical, descriptive, experimental, or action research can provide a single or multiple framework within which the student may work. Includes an outline of the proposed thesis submitted for inspection and approval by the Graduate Council, an application of techniques derived from the research course, and the guidance of Research Adviser.

PROJECT MISSION

Project Mission is a program designed to train teachers to teach in the inner city schools. A grant from the Ford Foundation made it possible for Towson, Morgan and Coppin State Colleges to join with the Baltimore City Public Schools in offering this specialized training. The curriculum is offered in an inner city school in Baltimore City with one half of the day spent in the classroom with a master teacher. The other half of a day is spent in the same schools with the project professors from the three colleges. Eligibility is limited to college seniors and graduate students with no teaching experience. Students receive stipends of between \$1100 and \$1225 annually in addition to a \$200 allowance to attend summer school for the purpose of taking courses required for graduation.

PROJECT MISSION COURSES (EDPM)

- 480-481 PSYCHOLOGICAL FOUNDATIONS (1,2) Psychological understanding needed for guiding the learning of disadvantaged children and youth. The values, attitudes, and aspirations as well as the cognitive learning style of disadvantaged students.
- 482-483 PSYCHOLOGICAL FIELD STUDIES (2,1) An adjunct experience for EDPM 480-481. Its purpose is to deepen the psychological background of inner city children through carefully planned contacts with resource persons and community agencies. Students will make case studies, participate in surveys and engage in other appropriate field experiences designed to help the intern assess the psychological needs of inner city children.
- 484-485 SOCIOLOGICAL FOUNDATIONS OF URBAN EDUCATION (1,2) Introduction to concepts and principles related to the social foundations in an urban environment. Planned to help students to relate themselves positively and functionally to the social aspects of education and to integrate these into their professional skills and attitudes.
- Certain concepts, principles and processes related to the social aspects of education are the same for all who live in urban areas. Knowledge and understanding of any differences related to families who live in the inner city will be assessed and interpreted.
- 486-487 FIELD EXPERIENCES IN SOCIOLOGICAL FOUNDATIONS OF URBAN EDUCATION (2,1) Relation of knowledge and theory about the social foundations of urban education to realistic situations. The student learns both through observation and experience.
- 488-489 COMMUNICATION SKILLS (1,2) Speech, semantics, linguistics and sentence structure, a communication model, and psychological aspects of communication.
- 490-491 METHODS AND MATERIALS IN ELEMENTARY EDUCATION (3,3) Focus on reading, diagnosis of disabilities, special concerns for the disadvantaged child, remediation techniques. Pedagogy, planning and organizing, presentation, evaluation, use of realia, and teaching the language arts.
- 492-493 METHODS AND MATERIALS IN SOCIAL STUDIES IN THE SECONDARY SCHOOLS (3,3) Teaching social studies at the junior high level to disadvantaged youth. In addition, attention is given to such topics as: the curricular organization of social studies, developing social studies skills, instructional planning, social studies materials and resources, and evaluation in the social studies.
- 494-495 METHODS AND MATERIALS — ENGLISH (3,3) Methods and materials which may be used in directing the language and literary experiences of disadvantaged adolescents. Emphasis is placed on creativity and imagination in developing new approaches to meeting the classroom needs of the disadvantaged. The course gives particular attention to techniques for developing skills in reading and oral communication.
- 496-497 SEMINAR IN INSTRUCTIONAL AIDS AND RESOURCES (0,0) Opportunities will be provided for the student to become acquainted with all types of instructional materials. Special emphasis will be placed on the development of new materials and procedures. As new instructional aids become available, students will examine and evaluate their usefulness in the instructional programs of educationally deprived children. In addition, resource personnel of the Baltimore City Department of Education, the cooperating colleges, and the community will be brought in to discuss their contributions to the improvement of the school programs of the disadvantaged child. Such groups as school social workers, testers, special education personnel, supervisors, subject specialists, probation officers, welfare workers, and many others will constitute this part of the course. Because of the nature of the course no credit is being offered at the present time.
- 498-499 INTERNSHIP IN TEACHING (5,5)

ENGLISH

Professors: BEVINS, CRABTREE, HENRY (*Chairman*), LEWIS, SARGENT, THEARLE

Associate Professors: GUESS, HANSON, HUGHES, WANTY, WRIGHT

Assistant Professors: CRAVER, ECONOMOU, HILL, MOMBERGER, WEISS

Instructors: FRANKE, FRANKEL, GRIBBON, HAHN, JONES, PRATER, SCHEYE

ENGLISH MAJOR

To satisfy the requirements for the major a student must complete 36 semester hours of work in the departmental offerings in language, composition, and literature. This number includes the basic courses prescribed for all college students. The 36 hours will include 102-103, 204-205, 307, 308, and 18 hours elected from the other courses offered by the department. At least 6 of these elective hours must be on the 300 and at least 6 on the 400 level.

ENGLISH MINOR

To satisfy the requirements for a minor in English a student must complete 24 semester hours of work in the departmental offerings in language, composition, and literature. This number includes 102-103, 204-205, 307, 308 plus 6 elective hours on the 300 and 400 level.

A student who fulfills the requirements for a minor will at the same time meet the accreditation requirements for the teaching of English at the secondary level in the State of Maryland. The English Department urges every major or minor, and especially the prospective teacher, to include courses in advanced grammar, advanced exposition, and history and structure of the English language in his program. The English Department also strongly recommends the completion of two years of a foreign language.

ENGLISH COURSES PREREQUISITES

102-103 are prerequisite to all other English courses. 204 is prerequisite to 205 and all 300 and 400 numbered courses in literature. 205 is required of all students graduating after 1965. The prerequisites for all 400 courses are 102-103, 204-205, and at least 3 hours of 300 level literature courses.

ENGLISH COURSES (ENGL)

102-103 COMPOSITION AND INTRODUCTION TO LITERATURE (3,3) Review of grammar, writing of compositions, and reading of various forms of literature. Research paper required in second semester.

104 ACCELERATED FRESHMAN ENGLISH (3) Readings in expository and imaginative literature; short compositions, and a research paper. Open only to freshmen selected by the English Department on the basis of superior high school records and aptitude test scores; for them 104 replaces 102-103. Upon completion of 104 the student is eligible for sophomore courses in English, and he will complete the college requirements in English after passing 104, 204-205.

204-205 ENGLISH LITERATURE (3,3) First semester — Chaucer through Blake. Second semester — Wordsworth through T. S. Eliot.



- 210 INTRODUCTION TO FOLKLORE (2) Celtic and other types of folklore which provide a wide and varied background for literature.
- 215 THE BALLAD (2) The popular ballad as a literary form: its origin, sources, characteristics, and literary influence.
- 224 ELEMENTS OF FICTION (2) Techniques of fiction, with emphasis on the short story.
- 226 CLASSICAL MYTHOLOGY (2) Greek and Roman mythology. Use of mythology in English and American literature.
- 233 ELEMENTS OF POETRY (2) Versification, and the forms and purposes of poetry.
- 302 THE ENGLISH RENAISSANCE (3) Non-dramatic literature of the Elizabethan period. (Formerly 424)
- 303 NON-DRAMATIC ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY (3) Major English non-dramatic literature of the seventeenth century; the approach will be both critical and historical.
- 307 AMERICAN LITERATURE (3) Major writers from the Colonial Period to Walt Whitman.
- 308 AMERICAN LITERATURE (3) Major writers from Walt Whitman to 1900.
- 312 HISTORY OF THE DRAMATIC FORM (3) Dramatic form and the cultural forces which influenced it from the ancient Greek period to the Neo-Classic period.
- 313 HISTORY OF THE DRAMATIC FORM (3) Dramatic form and the cultural forces which influenced it from the Neo-Classic period to the late nineteenth century.
- 317 LITERARY BIOGRAPHY (3) Critical reading from the literary point of view of important biographies, principally English and American.
- 321 MODERN DRAMA (3) Critical reading of plays of the late nineteenth century and the twentieth century.
- 324 DEVELOPMENT OF THE ENGLISH DRAMA (3) History and development of English drama from the Middle Ages to the nineteenth century.
- 328 HISTORY AND LITERATURE OF THE OLD TESTAMENT (3) The chief books of the Old Testament and the Apocrypha studied from a literary and historical point of view.
- 331 ADVANCED EXPOSITION AND LITERARY RESEARCH (3) Study of expository style, with practice in criticism, analysis, and literary research.
- 332 ADVANCED GRAMMAR (2) English grammar, usage, and sentence structure on an advanced level.
- 333 READINGS IN WORLD LITERATURE (3) European writings in translation from the time of Homer to the Renaissance.
- 334 READINGS IN WORLD LITERATURE (3) European writings in translation from the Renaissance to 1900.
- 335 LITERATURE OF THE ENGLISH ROMANTIC PERIOD (3) Major writers, social and political background, important literary ideas, and criticism.
- 337 LITERATURE OF THE ENGLISH VICTORIAN PERIOD (3) Major writers, social and political background, important literary ideas, and criticism.
- 340 MEDIEVAL LITERATURE (3) English literature during the Middle Ages.
- 345 EIGHTEENTH CENTURY ENGLISH PROSE AND POETRY (3) Major eighteenth century English prose and poetry; the approach will be both critical and historical. The novel will not be studied.
- 348 MAJOR AMERICAN POETS (3) A study of American poetry from the beginning to 1910, with emphasis on Taylor, Emerson, Poe, Whitman, Dickinson, and Robinson.
- 383 IMAGINATIVE WRITING (3) The art of imaginative expression. Writing of articles, short stories, and the other creative forms. Prerequisite: Consent of the instructor.

- 384 NEWSWRITING (3) Introduction to the mass media and instruction in rudiments of reporting. Prerequisite: 102-103 only.
- 385 FEATURE WRITING (3) Preparation of long and short articles, editorials, and news features.
- 386 PUBLIC OPINION AND THE PRESS (2) Journalistic aspects of public opinion and propaganda, and the impact of the mass communications media on the formation of public opinion. Techniques of polling and testing public opinion.
- 405 LITERARY CRITICISM (3) History and principles of literary criticism. Specified prerequisites and consent of instructor.
- 407 MODERN POETRY (3) Work of the important twentieth century poets. (Formerly 319).
- 408 MODERN FICTION (3) Work of the important twentieth century writers of fiction. (Formerly 320)
- 410 CHAUCER (3) A study of the major poetry.
- 412 MILTON (3) A study of the poetry and major prose works.
- 415 SHAKESPEARE (COMEDIES) (3) Shakespeare's development as a poet and a dramatist during the period of the comedies and historical plays. Consent of instructor for any exception to prerequisite of 300 level course. (Formerly 315)
- 416 SHAKESPEARE (TRAGEDIES) (3) The great tragedies and the late romantic comedies of Shakespeare. Consent of instructor for any exception to prerequisite of 300 level course. (Formerly 316)
- 422 DEVELOPMENT OF THE ENGLISH NOVEL (3) History and development of the English novel through the eighteenth century.
- 423 DEVELOPMENT OF THE ENGLISH NOVEL (3) History and development of the English novel through the nineteenth century.
- 425 THE AMERICAN NOVEL FROM HAWTHORNE TO THE PRESENT (3) (Not open to students who have taken 323 or 347)
- 430 HISTORY OF THE ENGLISH LANGUAGE (3) Changes and reasons for the changes in grammar, sound, and vocabulary of the language, from Old English to modern times.
- 431 STRUCTURE OF THE ENGLISH LANGUAGE (3) A linguistic approach to sounds, forms, syntax, and usage.
- 440, 441 SEMINAR IN ENGLISH STUDIES (3,3) Thorough study of one major area of English or American literature (author, period, movement, etc.) not available through other electives. Areas covered will vary from semester to semester. Emphasis on research and scholarly writing, with extensive research paper required. Available for graduate credit. Open only to seniors and, with consent of the instructor, to juniors having an exceptionally strong background in English. May be taken one or two semesters. Prerequisite: At least 6 semester hours in English electives above the 200 level and consent of instructor.

GEOGRAPHY

Professors: BEISHLAG (*Chairman*), FIRMAN

Associate Professors: DIFFENDERFER, MARTIN

Instructors: R. HANSON, THALLER

The Department offers a major or minor in geography. The purpose of the major is to encourage the student to explore the discipline in some depth. Such investigation, performed well, leads to an appreciation of the structure and function of the area, prepares the student for graduate work, and offers excellent background for many careers, particularly teaching and certain types of government service. The student is also expected to take correlative courses which broaden his academic background and offer valuable insights into the subject.

Students not interested in specialization may elect the social studies interdisciplinary major listed in Department of Political Science, Sociology, and Economics.

GEOGRAPHY MAJOR

Thirty credit hours are required as a minimum for the major in geography, including fourteen or fifteen hours of required courses and fifteen or sixteen hours of electives. The required courses are 103, 104, 230, 316, and one of the following: 330, 331, 395, 413.

GEOGRAPHY MINOR

Twenty-four credit hours are required as a minimum for the minor in geography, including fourteen or fifteen hours of required courses (the same as for the major) and nine or ten hours of electives.

GEOGRAPHY COURSES (GEOG)

- 103 ELEMENTS OF GEOGRAPHY (3) Elements of man's environment and the changes resulting from natural and human agencies; map reading and interpretation.
- 104 ELEMENTS OF GEOGRAPHY (3) Man in his regional settings with emphasis on the inter-relationships of physical and cultural phenomena.
- 230 GEOGRAPHY OF ANGLO-AMERICA (3) Common social, economic and political interests of the major regions of the United States and Canada. The culture patterns of each region in relation to the natural settings in which they have developed. Prerequisite: 103 and 104, or consent of instructor.
- 300 INTERPRETATION OF AERIAL PHOTOGRAPHS (2) Reading and interpretation of aerial photographs. The application of the aerial photograph in the fields of geography, geology, and photogrammetry. One hour lecture, two hours laboratory per week. Prerequisite: Consent of instructor.
- 309 GEOGRAPHY OF LATIN AMERICA (3) Aerial distribution and character of the economic activities in various Latin American countries in relation to physical and cultural features. Resources and problems of their development; importance of foreign trade to the economy; relationship with the United States. Prerequisite: 103 and 104, or consent of instructor.
- 311 GEOGRAPHY OF EUROPE (3) Regional analysis and appraisal of the human geography and natural resources of Europe. Problems of nationality, economic development, and cultural conflicts. Prerequisite: 103 and 104, or consent of instructor.
- 314 GEOGRAPHY OF SOUTHERN AND SOUTHEASTERN ASIA (3) Regional studies of the physical and cultural foundations of India, Pakistan, Ceylon, Philippines, and Indonesia. Principal human and economic resources, problems of development, and role in world affairs. Prerequisite: 103 and 104, or consent of instructor.
- 315 GEOGRAPHY OF EASTERN ASIA (3) Regional studies of the physical and cultural foundations in China, Japan, and Korea. Emphasis upon human and economic resources, and role in world affairs. Prerequisite: 103 and 104, or consent of instructor.
- 316 ECONOMIC GEOGRAPHY (3) Regional distribution of the world's resources, industries, and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing and commerce in relation to the geographic environment. Prerequisite: 103 and 104, or consent of instructor.
- 318 GEOGRAPHY OF AFRICA (3) Material resources and human geography of Africa. Problems of economic development, nationality and cultural conflicts. Prerequisite: 103 and 104, or consent of instructor.
- 319 GEOGRAPHY OF THE USSR (3) Physical and cultural patterns and their bearing on the Soviet Union as a world power. Regional distribution and use of natural and human resources in agriculture and industry. Problems in economic development and production. Prerequisite: 103 and 104, or consent of instructor.
- 320 HISTORY AND GEOGRAPHY OF MARYLAND (3) Political, social and economic development of the state and its relation to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips. Field trip expenses about \$15.00, payable when trips are taken.
- 330 CARTOGRAPHY (2) Practical exercises in cartography and in graphic presentation of statistical material. Prerequisite: 103 and 104, or consent of instructor.
- 331 POLITICAL GEOGRAPHY (3) Effect of political groupings upon man's use of the world, and of the influence of the geographic base upon political power. Prerequisite: 103 and 104, or consent of instructor.
- 390 GEOGRAPHY OF AUSTRALIA AND OCEANIA (3) Regional approach in analyzing and interpreting the physical and cultural patterns, natural resources, current problems, and strategic importance of the Pacific world. Prerequisite: 103 and 104, or consent of instructor.



- 395 CLIMATOLOGY (3) Character, causes, and distribution of climatic types. Emphasis upon world patterns.
- 401 GROWTH OF GEOGRAPHIC THOUGHT (3) History, nature, and methodology of geography as a discipline. Analysis of schools of geographic thought; critical evaluation of important geographic works. Prerequisite: 103 and 104, or consent of instructor.
- 413 URBAN GEOGRAPHY (3) Survey of the structure, functions, forms, and development of urban units. Emphasis upon the locational features of social, economic, and cultural phenomena. Field work. Prerequisite: 103 and 104, or consent of instructor.
- 425 MAP READING AND INTERPRETATION (2) Principal types of maps and their uses. Emphasis on understanding map components and the range of physical and cultural phenomena indicated on maps. Includes selected exercises which illustrate the analytical and graphical values of maps. Prerequisite: 103 and 104, or consent of instructor.
- 430 SEMINAR: PROBLEMS IN GEOGRAPHY (3) Reading and research in selected problems in the field of geography. Prerequisite: At least 12 hours of Geography and consent of instructor.
- 480 DIRECTED READING IN GEOGRAPHY (3) Independent reading in selected areas of geography. Open by invitation of the Geography Department to students taking a major or minor in geography. Prerequisite: 15 hours in geography and a minimum average of 3.00 in geography courses.
- 490 EUROPEAN STUDIES (3-6) (Summer only) See History 490 for course description.
- 491 ANGLO-AMERICAN STUDIES (3-6) (Summer only.) A field course for the purpose of studying selected regions of the United States and Canada. Early registration is required. Prerequisite: 230, Hist 221-222 or consent of instructor.
- 498 LOCAL GEOGRAPHY (4) An examination of the local environment using Baltimore as a type study and emphasizing weather and map interpretation. Field trips. *Taught only in summer institutes.*
- 499 CULTURAL GEOGRAPHY (4) Cultural regions of the world and their interaction with physical environments. *Taught only in summer institutes.*

Attention is also called to the following courses:

- 332 COMPARATIVE ECONOMIC SYSTEMS (Economics Department)
- 386 POPULATION STUDIES (Sociology Department)



HEALTH EDUCATION

Professor: BIZE (*Chairman*)

Assistant Professors: BLEUL, REITENBACH

The health education courses deal with the basic needs of the human organism for health, growth and development, and stress the responsibility of the individual for maintaining his own health and contributing to that of others.

HEALTH COURSES (HEAL)

- 115 FIRST AID (1) Designed for people who may be called upon to give first aid care in the course of their daily activities. Course content of the American Red Cross Standard and Advanced First Aid courses is included. Red Cross Advanced First Aid certificates awarded. Two hours per week.
- 205 CURRENT HEALTH PROBLEMS (2) Selected individual and community health problems.
- 310 PRINCIPLES AND PRACTICES IN PUBLIC HEALTH (3) Principles and practices in the field of public health, and the organization and administration of various agencies. Major public health problems.
- 350 NUTRITION (3) A basic course covering the chemical nature and utilization of nutrients; the composition, digestion, absorption of foods; and the normal nutritional requirements of the human body, with attention to the relationship between nutrition and general health. Prerequisite: Chem 206, 207, or consent of instructor.
- 405 SCHOOL HEALTH MATERIALS (2,3) Materials for the teaching of health, the place of health in the school program, and coordination of the work of teachers and school health services. Techniques for encouraging desirable health habits and for observing the health of the child in the classroom. Prerequisite: 205.



HISTORY

Professors: BLUMBERG, FALCO (*Chairman*), HUTSON, MATTHEWS, McCLEARY, ONION

Associate Professors: ANDREWS, KAHL

Instructors: COX, NICHOLS, RYON, STUDLEY

The Department offers a major and a minor. The purpose of the major is to encourage the student to explore in some depth the study of history. Such investigation, performed well, leads to an appreciation of the structure and function of the discipline, prepares the student for graduate work, and offers excellent background for many careers, particularly teaching and certain types of government service. The student is also expected to take correlative courses which broaden his academic background and offer valuable insights into his major subject.

Students not interested in specialization may be interested in the interdisciplinary major in social science listed in Department of Economics, Political Science and Sociology.

Requirements for the major:

Thirty credit hours are required as a minimum for the major in history, including fourteen hours of required courses and sixteen hours of history electives. The required courses are History 121, 122, 221, 222 and 420.

Requirements for the minor:

Twenty-four credit hours are required as a minimum for the minor in history, including twelve hours of required courses and twelve hours of electives. The required courses are History 121, 122, 221 and 222. At least six hours of electives must be 300 or 400 level courses.

HISTORY COURSES (HIST)

European and World History

- 121 HISTORY OF WESTERN CIVILIZATION (3) Political, economic, social, and intellectual forces which have shaped the pattern of western life from post Roman times to 1648.
- 122 HISTORY OF WESTERN CIVILIZATION (3) Continuation of 121 from 1648 to present. Pre-requisite: 121.

- 214 BIOGRAPHICAL STUDIES IN WORLD HISTORY (2) Biographical study of selected figures in the history of world civilization to 1648. Prerequisite: 121.
- 215 BIOGRAPHICAL STUDIES IN WORLD HISTORY (2) Biographical study of selected figures in the history of world civilization since 1648. Prerequisite: 122.
- 260 THE ANCIENT NEAR EAST AND GREECE (3) Early Stone Age Man, and the rise and fall of the civilizations of the Near East and Greece.
- 261 THE ROMAN WORLD (3) Emergence of republican Rome, her conquest of the Mediterranean World, and the emergence and decline of the Empire.
- 303 SURVEY OF ENGLISH HISTORY TO 1783 (3) Evolution of the political, legal, social, economic, and cultural institutions of England and the spread of the Empire overseas. The triumph of Parliament over the monarchy and the development of individual rights of Englishmen. Prerequisite: 121 and 122.
- 304 BRITISH HISTORY SINCE 1783 (3) Struggle against France, the Industrial Revolution, and the rise of the bourgeoisie to political control. The spread of empire, the symbolism of the Victorian era, and the evolution of democratic processes. Prerequisite: 121 and 122.
- 328, 329 ECONOMIC HISTORY OF EUROPE (3,3) The modern economic institutions of Western Europe. The commercial revolution; industrial revolution; the age of mass production and technology. To 1750; since 1750. Prerequisite: 121 and 122.
- 357, 358 MEDIEVAL CIVILIZATION (3,3) The principal currents of political, social, intellectual, and artistic development in medieval Europe. The early middle ages to about 1100; the high middle ages — 1300 to 1500. Prerequisite: 121 and 122.
- 362 RENAISSANCE AND REFORMATION (2-3) Social and intellectual changes in Western Europe between 1350 and 1650 which mark the transition from the medieval to the modern world. Prerequisite: 121 and 122.
- 363 EUROPE 1648-1815 (3) European state system and the expansion of European civilization; intellectual growth and class relationships culminating in the French Revolution and Napoleon. Prerequisite: 121 and 122.
- 364 EUROPE 1815-1914 (3) Major economic, political, social and intellectual currents of the period. The effects of the industrial revolution, the development of nationalism and imperialism, and the origins of the first world war. Prerequisite: 121 and 122.
- 420 SEMINAR IN EUROPEAN HISTORY (3) Reading and research dealing with a phase of history to be selected by the instructor; considerable attention to sources and historiography. Prerequisite: 121, 122, 221, 222 and consent of instructor.
- 422 EUROPE SINCE 1914 (3) Events leading to World War I, the course of the conflict, and the peace which followed. The rise of conflicting political ideologies between wars; the origins, strategies, and results of World War II. The material achievements of the modern age. Prerequisites: 121 and 122.
- 423 RUSSIA SINCE 1800 (3) Russian development since 1800, stressing the political and economic conditions which form the background for the revolution of 1917. An analysis of the Soviet regime, 1917 to the present. Prerequisite: 121 and 122.
- 428 FRANCE: 1763-1871 (3) Old Regime and the impact of successive revolutions upon French society. Emphasis upon the role of France in the growth of European liberalism and nationalism. Prerequisite: 121 and 122.
- 433, 434 EUROPEAN SOCIAL AND INTELLECTUAL HISTORY (3,3) Development of modern European thought, stressing science, political and social thought, and philosophy, with attention given to their impact on society. 17th and 18th centuries; 19th and 20th centuries. Prerequisite: 121 and 122 or consent of instructor.
- 435 MODERN WESTERN COLONIALISM (2-3) Expansion of Western culture and institutions with particular reference to their effects on the peoples of Asia and Africa in the period since 1870. Prerequisite: 121 and 122.

- 160 MODERN GERMANY, 1817-1945 (3) Brief topical analysis of the 19th century background. Concentration on the Bismarckian Empire, Weimar Republic and the Third Reich, emphasizing the interrelationships between internal developments and Germany's role in Europe and the world. Prerequisite: 121 and 122.
- 490 EUROPEAN STUDIES (3-6) Travel and study program in selected parts of Europe designed for the mature student. Examination of the nature of modern Europe and the historical and geographical processes that produced European Civilization. For enrollment procedure, write to Chairman, History Department or Geography Department early in the fall of academic year preceding the summer of intended study. Prerequisite: Year survey course in Western Civilization and year survey course in Geography or consent of instructor. (Summer only)

History of the Americas

- 216 BIOGRAPHICAL STUDIES IN AMERICAN HISTORY (2) Biographical study of selected figures in American history to 1865. Prerequisite: 221.
- 217 BIOGRAPHICAL STUDIES IN AMERICAN HISTORY (2) Biographical study of selected figures in American history since 1865. Prerequisite: 222.
- 221 HISTORY OF THE UNITED STATES (3) Political, economic, social, and cultural forces which have shaped the pattern of life in the United States from the founding of the colonies to 1865.
- 222 HISTORY OF THE UNITED STATES (3) Continuation of 221 from 1865 to the present. Prerequisite: 221.
- 320 HISTORY AND GEOGRAPHY OF MARYLAND (3) Political, social and economic development of the state and its relations to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips. Field trip expenses about \$15.00, payable when trips are taken. Prerequisite: Geog 103 and 104, and Hist 211 and 222.
- 321 LATIN AMERICAN HISTORY TO 1820 (3) Spanish and Portuguese colonization of the New World. Natural resources, government, economic and social life, and the War of Independence. Prerequisite: 121 and 122 or 221 and 222.
- 322 LATIN AMERICAN HISTORY SINCE 1820 (3) Origin, political growth, and economic development of the Latin American republics, with emphasis upon present-day conditions. Prerequisite: 321.
- 333, 334 ECONOMIC HISTORY OF THE UNITED STATES (3,3) American economic development from the colonial period to the present, with an emphasis upon trends and problems of contemporary importance. Colonial times to 1865; 1865 to present. Prerequisite: 221 and 222.
- 345 THE AMERICAN COLONIES: 1492-1763 (3) Founding and the political, economic, and social development of the American colonies. Prerequisite: 121 or 221; or consent of instructor.
- 346 THE EARLY NATIONAL PERIOD (3) The United States from the Constitutional Convention to the Election of 1840. The Federalist Decade; the Jeffersonian Era; and the Age of Jackson. Prerequisite: 221 and 222.
- 348 SECTIONALISM AND THE CIVIL WAR (3) Sectionalism, secession, and the Civil War, from 1840 to 1865. Prerequisite: 221 and 222.
- 349 RECONSTRUCTION AND THE NEW NATION (3) Political, economic and social aftermath of the Civil War; reconstruction and the rise of modern America, 1865-1900. Prerequisite: 221 and 222.
- 352 DIPLOMATIC HISTORY OF THE UNITED STATES (3) Relations with Europe, Latin America, and the Far East, as well as with the newly emerging states of Africa and Asia. Prerequisite: 221 and 222.
- 402, 403 CONSTITUTIONAL HISTORY OF THE UNITED STATES (3,3) Development of American constitutionalism in theory and practice. Prerequisite: 221 and 222.
- 414 INTELLECTUAL HISTORY OF THE UNITED STATES (3) Historical development of American intellectual life from the seventeenth century to the present. Prerequisite: 221 and 222.

- 415 SOCIAL HISTORY OF THE UNITED STATES (3) Everyday life of Americans from the seventeenth century to the present. Prerequisite: 221 and 222.
- 416 RECENT HISTORY OF THE UNITED STATES (3) Economic, social and political history of the United States since 1900. Prerequisite: 221 and 222.
- 420 SEMINAR IN AMERICAN HISTORY (3) Reading and research dealing with a phase of history to be selected by the instructor; considerable attention to sources and historiography. Prerequisite: 121, 122, 221, 222 and consent of instructor.
- 421 THE AGE OF THE AMERICAN REVOLUTION (3) Selected problems of the Revolutionary and Constitutional periods. The technique and methodology of historical research and writing. Prerequisite: 221 and 222 and consent of instructor.

History of Africa, Asia

- 365 HISTORY OF EASTERN ASIA SINCE 1500 (3) East Asian societies, the history of their penetration by Western powers, and the intersection between East and West as the background of current problems in Asia and the world. Prerequisite: 121 and 122.
- 430 SUB-SAHARAN AFRICA (3) Selected aspects of the development of African cultures, emphasizing changing assumptions and interpretations and the contributions of other disciplines to the reconstruction of Africa's past. Prerequisite: 121, 122, 221, and 222; or consent of instructor.
- 591 SEMINAR IN ASIAN CIVILIZATIONS (3) Modern problems of East and South Asia. Prerequisite: 18 hours in history and allied fields; or teachers of history with a minimum of three years of teaching experience in history; and the consent of the instructor.

Independent Study and Research

- 485 DIRECTED READING IN HISTORY (3) Independent reading in selected areas of history. Open by invitation of the Department to students taking a major or minor in history. Prerequisite: 15 hours in history and a minimum average of 3.00 in history courses.

Attention is called to the following correlative courses:

INTERNATIONAL RELATIONS (Political Science Department)

POLITICAL GEOGRAPHY (Geography Department)

AMERICAN FOREIGN POLICY (Political Science Department)

LATIN AMERICAN POLITICAL OF THE UNITED STATES (Political Science Department)

UNITED STATES-SOVIET RELATIONS (Political Science Department)

MATHEMATICS

Professor: VOLPEL (*Chairman*)

Associate Professors: ARCHER, BECKEY, HASTE, ZIPP

Assistant Professors: HELZER, ZIMMERMAN

Instructors: DUSTIRA, HUBER, JEFFERS

The mathematics curriculum provides opportunities for students to deepen and strengthen their understanding of the basic concepts of mathematics, to study the application of mathematics, to survey the role of mathematics in the development of civilization, and to profit from the discipline it develops.

The three credits in mathematics required for graduation should be earned as follows: Students who expect to major or minor in mathematics and students majoring in certain branches of science should elect College Algebra, Math 111. Students who major in the Early Childhood Education or the Elementary Education programs are required to take Fundamental Concepts of Arithmetic, Math 204. All arts and science majors and teacher education students planning not to teach mathematics will take Elements of Mathematics, Math 201. Math 205 is a required course, too, for all elementary education majors but in special cases credit earned in Math 111 may be substituted for Math 205.

MATHEMATICS MAJOR

A major in mathematics prepares a student for teaching secondary school mathematics, for graduate work in mathematics, and for fields of work requiring a mathematically-trained mind. Thirty-three credit hours of mathematics are required including 111, 112, 113, 206, 223, 224, and 431. Math 328 is required also of teacher education majors. The College Algebra course may be waived by students who show proficiency in this area. Students majoring in mathematics must also complete a year of Physics, 211 and 212, preferably in the sophomore year. This credit in physics plus Fundamentals of Biol, 103, will satisfy the science requirements for graduation.

MATHEMATICS MINOR

A minor in mathematics enables a student to meet the subject-matter requirements for a high school teacher's certificate to teach mathematics. The minor consists of 24 credits including 111, 112, 113, 206, 223, and 224.

MATHEMATICS COURSES (MATH)

- 110 INTERMEDIATE ALGEBRA (3) Function concept, equations of high order, graphs of equalities and inequalities, exponents and radicals, logarithms and problem-solving. (Will not count toward a major in mathematics.) Prerequisite: One year of high school algebra.
- 111 COLLEGE ALGEBRA (3) Basic algebraic principles, elementary theory of equations, variation, progressions, probability, and determinants. Prerequisite: 110 or two years of high school algebra.
- 112 TRIGONOMETRY (3) Trigonometric functions, identities, equations, inverse functions, graphs, solution of triangles, and logarithms. Prerequisite: Plane geometry and 111 (111 may be taken concurrently with 112).
- 113 ANALYTIC GEOMETRY (3) Geometry of the straight line, circle, conics, and certain higher plane curves, transformation of axes, polar coordinates, parametric equations, polar equations. Prerequisites: Plane geometry, 111 and 112 (112 may be taken concurrently with 113).
- 201 ELEMENTS OF MATHEMATICS (3) Logic and proof, algebraic properties of number systems, functional relationships; geometric systems. (Not open to mathematics majors.) Prerequisite: One year of high school algebra.
- 204 FUNDAMENTAL CONCEPTS OF ARITHMETIC (3) Origins of numbers, structure of a positional number system, principles underlying the fundamental operations, and computations with approximate numbers. (For elementary education students only.)
- 205 GENERAL COLLEGE MATHEMATICS (3) Elements of algebra, basic geometry, graphs, applications of per cent, proportion and variation, right triangle relationships, logarithms, elementary statistics, and new topics in mathematics. Prerequisite: 204. (For elementary education students only).
- 206 FUNDAMENTALS OF MATHEMATICS (3) Evolution of the number system, functions, and mathematical induction. Prerequisite: 111.
- 210 BASIC STATISTICS (3) Frequency distributions, percentiles, index numbers, measures of central tendency and variability, sampling theory, normal curve, tests of hypotheses, predictions, and correlations. (Will not count toward mathematics major.)
- 211 MATHEMATICS OF FINANCE (3) Compound interest and discount, amortization, sinking funds, annuities, and elements of insurance. Prerequisite: 111.
- 233-234 CALCULUS, DIFFERENTIAL AND INTEGRAL (3) Functions and limits, differentiation of algebraic functions, differentiation of transcendental functions, indefinite and definite integrals, integration, Taylor's formula, and applications. Prerequisite: 113.
- 301 STATISTICS AND PROBABILITY I (3) Measures of central tendency, variability, index numbers, regression and correlations, time series analysis, sampling distributions and theory, tests of significance and confidence limits, tests of hypotheses. Prerequisite: 113.
- 302 STATISTICS AND PROBABILITY II (3) Probability in sample spaces, random variables, discrete, continuous, and joint distributions. Bayesian inference, Chebyshev's Theorem, Central Limit Theorem. Prerequisite: 301.
- 325 ELEMENTS OF GEOMETRY (3) New concepts in geometry with new definitions, vocabulary, and techniques. Constructions and scale drawings and review of computations in mensuration. Prerequisites: 204 and 205.

- 328 ELEMENTARY GEOMETRY FROM AN ADVANCED STANDPOINT (3) Plane and space geometry, advanced Euclidean geometry, hyperbolic geometry, postulational method, isometrics, geometric inequalities, and incidence theorems. Prerequisite: 113.
- 331 COLLEGE GEOMETRY (3) Advanced Euclidean geometry including loci, pedal triangles, harmonic ranges, quadrangles, cyclic quadrilaterals, poles and polars, and inversion. Prerequisite: 223.
- 333 THEORY OF EQUATIONS (3) Complex numbers, properties of polynomials, cubic and quartic equations, algebraic criteria for curve-sketching, determinants, and solution of systems of linear equivalents. Prerequisite: 223.
- 335 INTERMEDIATE CALCULUS (3) Further study of limits, continuity, infinite series, partial derivatives, and multiple integrals. Prerequisite: 224.
- 339 LINEAR ALGEBRA (3) Matrix theory, linear transformation, and vector algebra. Prerequisite: 224.
- 431 ALGEBRAIC STRUCTURES (3) Sets, groups, rings, fields, inequalities, modular arithmetic, and related topics. Deductive proofs are stressed. Prerequisites: 206, 223.
- 433 ABSTRACT ALGEBRA (3) Postulational treatment of algebraic systems including Peano's axioms and the evolution of the systems of integers, rational numbers, and real numbers from the natural number system. Prerequisites: 223, 431.
- 437 DIFFERENTIAL EQUATION (3) Solutions of ordinary and partial differential equations. Prerequisite: 335.
- 440 NUMERICAL ANALYSIS (3) Error analysis, interpolation, numerical solution of algebraic equations and systems of algebraic equations, numerical integration and differentiation. Illustration and use of computer languages. Prerequisites: 224 and either 333 or consent of instructor.
- 445 ADVANCED CALCULUS (3) The real number system; metric spaces; Heine-Borel theorem; Weierstrass limit theorem; continuous functions; sequences and series of functions; Riemann-Stieltjes integral; introduction to Lebesgue theory. Prerequisite: 335.
- 451 TOPOLOGY (3) General topological spaces; limits; continuity; separation axioms; Hausdorff, regular and compact spaces; distance functions and metric spaces.
- 480 READINGS IN MATHEMATICS EDUCATION (2-3) Directed study for the teacher of secondary school mathematics.

Descriptions for the following mathematics education courses will be found under course list of the Education Department.

- 363 TEACHING ARITHMETIC IN ELEMENTARY SCHOOL.
- 387 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL.
- 508 SEMINAR IN TEACHING ARITHMETIC.



MODERN LANGUAGES

Associate Professors: MAGILL (*Chairman*), VIDAL-LLECHA

Assistant Professors: CACOSSA, HAUPT, LOEUILLET

Instructor: HURWITZ

The purposes of the Modern Language Department are to offer language electives to all students of the college, to offer the requirements for the teaching of a modern foreign language, and to offer a major or minor in French, German, and Spanish to students interested in acquiring reading comprehension and ability to converse with intelligibility in one or more of these languages. Russian courses are offered on the first year level and will be expanded as required by interest.

LANGUAGE MAJOR

A major consists of a minimum of 24 credit hours beyond the intermediate level in the major language, of which no more than half may be transferred from other colleges. Majors in each of the languages now offered consist of the following:

French: Intermediate level or the equivalent; and FREN 301, 302; 303, 304; and 12 hours of credits in other French courses on the 300 or 400 level.

German: Intermediate level or the equivalent; and GERM 301, 302; 303, 304; and 12 hours of credit in other German courses on the 300 or 400 level.

Spanish: Intermediate level or the equivalent; and SPAN 301, 302; 303, 304; and 12 hours of credit in other Spanish courses on the 300 or 400 level.

LANGUAGE MINOR

A minor consists of the teaching certificate requirements of the Maryland State Department of Education. These are either (a) 24 hours of college credit

in the particular language, or (b) 18 hours if two or more years were absolved in a secondary school after the ninth grade. In addition, Education 397 is required of teacher candidates.

POLICIES CONCERNING LANGUAGE

The second semester of an elementary or intermediate language course must be completed successfully before credit is granted for the first semester's work.

The completion of the intermediate level, or its equivalent, is required of all candidates for the Bachelor of Arts degree. The intermediate level may be met by (a) completing two or more years of the language in high school plus the intermediate level course in college, (b) completing the elementary and intermediate level course in the language in college, (c) successfully completing an equivalence examination administered by the Language Department at Towson State College.

Students who present two or more years of a language from high school and wish to continue in that language are normally placed in the intermediate course in college, since the college elementary course would be a repetition of the work already taken in high school; these students may not receive college credit for the elementary course without permission from the department. Qualified students may enroll in the advanced courses (300 level) as a result of placement tests. These placement tests, administered by the Towson State College Language Department, should be taken prior to the student's first registration in the college.

FRENCH COURSES (FREN)

- 101-102 FRENCH: ELEMENTS (3,3) A thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation. (formerly 151-152).
- 201-202 FRENCH: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Prerequisite: 101-102 or equivalent. (formerly 251-252).
- 301, 302 HISTORY OF FRENCH LITERATURE (3,3) French literature from Chanson de Roland to the present. Prerequisite: 201-202 or equivalent. (formerly 356, 357).
- 303, 304 ADVANCED CONVERSATION AND COMPOSITION (3,3) Conversation and composition beyond intermediate level. Prerequisite: 201-202 or equivalent. (formerly 351, 352).
- 401 ADVANCED FRENCH GRAMMAR (3) French syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Prerequisite: 303, 304. (formerly 459).
- 405 FRENCH LITERATURE OF THE SIXTEENTH CENTURY (3) Principle works of the major writers, of the sixteenth century with special attention to Rabelais, the Pleiade, and Montaigne. Prerequisite: 301, 302 or equivalent.
- 407 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY (3) Principal works of the major writers in poetry, drama, philosophy, criticism, and the novel, to about 1660. Prerequisite: 301, 302 or equivalent. (formerly 403).

- 408 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY (3) Continuation of Fren 407 from 1660 to 1700. Prerequisite: 301, 302 or equivalent. (formerly 404).
- 409 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY (3) Principal works of the major writers with the concurrent literary and philosophical trends. Prerequisite: 301, 302 or equivalent. (formerly 405).
- 411 FRENCH LITERATURE OF THE NINETEENTH CENTURY (3) The rise, flowering, and decline of Romanticism, with the contemporary writers outside the movement. Prerequisite: 301, 302 or equivalent.
- 412 FRENCH LITERATURE OF THE NINETEENTH CENTURY (3) The major literary figures and doctrines of the latter part of the nineteenth century. Prerequisite: 301, 302 or equivalent.
- 413 FRENCH LITERATURE OF THE TWENTIETH CENTURY (3) From Gide, Proust, Valery, Peguy, and Claudel to the Second World War. Prerequisite: 301, 302 or equivalent. (formerly 462).
- 414 FRENCH LITERATURE OF THE TWENTIETH CENTURY (3) Sartre, Camus, Anouilh, and other present-day writers. Prerequisite: 301, 302 or equivalent. (formerly 463).
- 423 FRENCH NOVEL (3) Emphasis on Balzac, Hugo, and at least one twentieth century novelist. Prerequisite: 301, 302 or equivalent. (formerly 305).
- 427 FRENCH SHORT STORY (3) Emphasis on the realists and some of the more recent authors. Prerequisite: 301, 302 or equivalent. (formerly 306).
- 451 DIRECTED READING IN FRENCH LITERATURE (3) Reserved for superior students under the guidance of a departmental advisor. (468).
- 452 DIRECTED READING IN FRENCH (3) Similar to 451 with concentration on a different subject matter. (formerly 469).

GERMAN COURSES (GERM)

- 101-102 GERMAN ELEMENTS (3,3) Thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation. (formerly 111-112).
- 201-202 GERMAN: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of literary value. Prerequisite: 101-102 or equivalent. (formerly 211-212).
- 301, 302 HISTORY OF GERMAN LITERATURE (3,3) German literature from the Nibelungenlied to the present. Prerequisite: 201-202 or equivalent. (formerly 311, 312).
- 303, 304 ADVANCE CONVERSATION AND COMPOSITION (3,3) Conversation and composition beyond intermediate level. Prerequisite: 201-202 or equivalent. (formerly 313, 314).
- 401 ADVANCED GERMAN GRAMMAR (3) German syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Prerequisite: 303, 304.
- 421 GERMAN DRAMA (3) Readings mainly from plays since 1850. Prerequisite: 301, 302 or equivalent. (formerly 317).
- 423 GERMAN NOVEL (3) Readings mainly from novelists writing from 1870 to 1930. Prerequisite: 301, 302 or equivalent. (formerly 315).
- 425 GERMAN POETRY (3) German poetry from Walther von der Vogelweide. Prerequisite: 301, 302 or equivalent. (formerly 318).
- 427 GERMAN SHORT STORY (3) The short story in German-speaking lands; readings from Keller to the present. Prerequisite: 301, 302 or equivalent. (formerly 316).
- 441 GOETHE'S FAUST (3) Particularly Part I of this unique work; a survey of the Faust Theme in both literature and music; some essential attention to Part II. Prerequisite: 301, 302 or equivalent. (formerly 411).
- 442 THE PERIOD OF GOETHE AND SCHILLER (3) The "Golden" or "Classical" age of German literature; some emphasis on the poetry of the two principles and on the drama of Schiller. Prerequisite: 301, 302 or equivalent. (formerly 412).

- 451 DIRECTED READING IN GERMAN LITERATURE (3) Reserved for superior students under the guidance of a departmental advisor. (formerly 428).
- 452 DIRECTED READING IN GERMAN (3) Similar to 451 with concentration on a different subject matter. (formerly 429).

SPANISH COURSES (SPAN)

- 101-102 SPANISH: ELEMENTS (3,3) Thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation. (formerly 131-132).
- 201-202 SPANISH: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: 131 and 132 or equivalent. (formerly 231-232).
- 301, 302 HISTORY OF SPANISH LITERATURE (3,3) Spanish and Spanish-American literature, with collateral readings. Prerequisite: 201-202 or equivalent. (formerly 331, 332).
- 303, 304 ADVANCED CONVERSATION AND COMPOSITION (3,3) Conversation and composition beyond intermediate level. Prerequisite: 201-202 or equivalent. (formerly 333).
- 321 CULTURE AND CIVILIZATION OF THE SPANISH-SPEAKING PEOPLE (3) Value-system and way of life as embedded in the language, history, arts, and customs of Spain. Prerequisite: 303, 304 or equivalent.
- 322 CULTURE AND CIVILIZATION OF THE SPANISH-SPEAKING PEOPLES (3) Value-system and way of life as embedded in the language, history, arts, customs of Ibero-America. Prerequisite: 303, 304 or equivalent.
- 401 ADVANCED SPANISH GRAMMAR (3) Spanish syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Prerequisite: 303, 304 (formerly 439).
- 405 THE GOLDEN AGE IN SPANISH LITERATURE (3) Principal attention to Cervantes, Tirso de Molina, Lope de Vega, and Ruiz de Alarcon; Gongora and his role. Prerequisite: 301, 302 or equivalent. (formerly 431).
- 411 NINETEENTH CENTURY SPANISH LITERATURE (3) The main literary movements of the century: neo-classicism, romanticism, realism, naturalism, and special emphasis on "costumbrismo" Prerequisite: 301, 302 or equivalent. (formerly 433).
- 413 TWENTIETH CENTURY SPANISH LITERATURE (3) Special attention to the literary movement called "The Generation of '98." Prerequisite: 301, 302 or equivalent. (formerly 441).
- 414 TWENTIETH CENTURY SPANISH LITERATURE (3) The writers of the last thirty years. Prerequisite: 301, 302 or equivalent. (formerly 442).
- 421 SPANISH DRAMA (3) Nineteenth and early twentieth century. Prerequisite: 301, 302 or equivalent. (formerly 337).
- 442 SPANISH DRAMA (3) Contemporary playwrights such as Casona, Usigili, and Vallejo. Prerequisite: 301, 302 equivalent. (formerly 337).
- 423 SPANISH NOVEL (3) Emphasis will be given to Benito Perez Galdos and Pio Baroja. Prerequisite: 301, 302 or equivalent. (formerly 335).
- 424 SPANISH NOVEL (3) Emphasis on contemporary writers including: Camilo Jose Cela, Angel Miguel Asturias, Ramon Sender, Juan Goytisolo. Prerequisite: 301, 302 or equivalent. (formerly 335).
- 425 SPANISH POETRY (3) Special emphasis on Gustavo Adolfo Becquer. Ruben Dario, Antonio Machado. Prerequisite: Span 301, 302 or equivalent. (formerly 338).
- 426 SPANISH POETRY (3) Emphasis on the poets of the generation of 1927: Pablo Neruda, and Vicente Aleixandre. Prerequisite: 301, 302 or equivalent. (formerly 338).
- 427 SPANISH SHORT STORY (3) The short story in Spain and Spanish America with emphasis on twentieth century authors. Prerequisite: 301, 302 or equivalent. (formerly 336).



- 435 SPANISH-AMERICAN LITERATURE OF THE LAST HUNDRED YEARS (3) Writers such as Ricardo Palma, Amado Nervo, Gabriela Mistral, and Ruben Dario, with some special emphasis on the latter. Prerequisite: 301, 302 or equivalent. (formerly 432).
- 451 DIRECTED READING IN SPANISH LITERATURE (3) Reserved for superior students under the guidance of a departmental adviser. (formerly 448).
- 452 DIRECTED READING IN SPANISH (3) Similar to Span 451 with concentration on a different subject matter. (formerly 449).

RUSSIAN COURSES (RUSS)

- 101-102 RUSSIAN ELEMENTS (3,3) A thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation.



MUSIC

Associate Professors: BOLLINGER, COULANGE, DURO, HASLUP (*Chairman*)

Assistant Professors: ALPER, HOAGLAND, MYERS

Instructors: CODY, CRAWFORD, KOCHER, ROBERTS, REYES

The Music Department serves both music majors and general students, and its curriculum includes all important phases of music study. For the non-major, or general student, the purpose of our offerings is to give opportunities for enrichment of cultural background and creative expression, and for the music major, the purpose is to give professional training so that he will attain a high standard of artistic performance, be prepared to teach, and be a qualified leader in his chosen field. Ample opportunity is given for participation in organizations and ensembles, providing valuable experience and contributing to the cultural life of the college and community.

Non-majors may elect any music courses for which they have the prerequisites. Private lessons in music and participation in musical organizations are open to all interested students. There is an additional fee for private lessons and registration for applied music must be made with the consent of the Music Department faculty involved.

MUSIC MAJOR

Students who wish to major in music should have a preliminary conference with the chairman of the department, at which time they will discuss their qualifications for specialization in this field. Transfer students should consult with their major adviser and plan curriculum patterns during their first semester at the college.

Required Music Courses are: 150-151, 250-251, 350-351, 450-451, (Minimum of 7 hours), 205-206, 209-210, or 217-218, 211-212 or 215-216, or 240-241, 220-221, 222, 223, 224, 225-226, 228-229, 242-243, 316, 317, 318-319, 324, 400.

MUSIC EDUCATION MAJOR

A major in Music Education is offered by the Music Department. This is a four-year course offered for students who wish to prepare for teaching music, for graduate study, or other work of a professional nature. In addition to meeting the requirements for a music major the Music Education majors will be required to take the following Education courses: 105, 372, 380, 392, and Teaching Music in Elementary and Secondary School, Educ 390. State requirements are met both in education and music, and certification is given from the kindergarten through the twelfth grade.

MUSIC COURSES (MUSC)

- 103 INTRODUCTION TO MUSIC LITERATURE (2) Music literature to acquaint the student with music through class discussions and listening. Required of all students except music majors.
- 150-151 PRIVATE LESSONS (1-1) Private lessons in piano, voice, orchestral instruments. Fee of \$40.00 per semester. One half-hour lesson per week.
- 203 MUSIC FUNDAMENTALS (2) Basic music skills and experience in the use of music instruments for prospective kindergarten and elementary teachers.
- 205-206 CLASS VOICE (1-1) Class instruction in singing, with emphasis upon basic singing techniques and voice production through the use of song material.
- 209-210 WOMEN'S GLEE CLUB (1-1) Advanced choral literature, required of all students majoring in vocal music. Admission by audition with the director.
- 211-212 CONCERT CHOIR-CHORAL SOCIETY (1-1) Advanced choral literature, required of all students majoring in vocal music. Admission by audition with the director.
- 213, 214 VOCAL ENSEMBLE (1-1) Small group study and performance of advanced choral literature. Admission by audition only.
- 215-216 ORCHESTRA (1-1) Study of orchestral literature. Open to all students with audition.
- 217-218 MEN'S GLEE CLUB (1,1) Choral literature written and arranged for male voices. Admission by audition with the director.
- 220-221 STRING CLASS (1,1) Class instruction in string instruments.
- 222 BRASS CLASS (1) Class instruction in brass instruments.
- 223 WOODWIND CLASS (1) Class instruction in woodwind instruments.
- 224 PERCUSSION CLASS (1) Class instruction in percussion instruments.
- 225-226 SIGHT SINGING AND EAR TRAINING (3,3) Aural perception of pitch and rhythm through music dictation and vocal sight-reading.
- 228-229 HISTORY OF MUSIC (3,3) Development of music in the western world through discussion, performance and recording. First semester includes music to the end of the eighteenth century; second semester covers music from the eighteenth century to the present.
- 230-231 STRING ENSEMBLE (1,1) Study and performance of advanced string literature, required of all students concentrating in string instruments, with admission by audition with the director.
- 232-233 BRASS ENSEMBLE (1,1) Study and performance of advanced brass literature, required of all students majoring in brass instruments. By permission of the director.
- 234-235 WOODWIND ENSEMBLE (1,1) Study and performance of advanced woodwind literature, required of all students majoring in woodwind instruments, with admission by audition with the director.
- 240-241 BAND (1,1) Study and performance of band literature. Open to all students by audition.



- 242-243 CLASS PIANO (1,1) Class instruction in piano playing, with one hour daily practice in preparation required. Open to beginning students and students with a minimum of piano work, by permission of the instructor.
- 244 SURVEY OF OPERA (2) Study of opera literature of various periods and styles.
- 245 SYMPHONIC LITERATURE (2) Orchestral music from the baroque to the present. The concerto, symphony, overture and other orchestral forms are examined. Prerequisite: 103.
- 250-251 PRIVATE LESSONS (1,1) See information on courses 150, 151.
- 316 CHORAL CONDUCTING (2) Group instruction in basic conducting techniques and interpretation with relation to choral organizations. Prerequisite: 203.
- 317 INSTRUMENTAL CONDUCTING (2) Group instruction in basic conducting techniques and interpretation with relation to instrumental organizations. Prerequisite: 203.
- 318-319 HARMONY (3,3) Study and application of harmonic practices through written and keyboard activity. Prerequisite: 203.
- 324 CHORAL AND INSTRUMENTAL ARRANGING (3) Composition and arranging techniques for voices and instruments.

350-351 PRIVATE LESSONS (1-1) See information on Courses 150-151

403 MUSIC PRIOR TO 1600 (3-3) The art of music in the West from its tentative beginnings in Greek and Hebrew music to the year 1600 A.D.

404 MUSIC OF THE BAROQUE PERIOD (3-3) Style, forms and musical techniques from 1600 to 1750.

405 MUSIC OF THE CLASSIC PERIOD (3-3) Styles, forms and techniques of the 1750-1820 period. Particular emphasis is placed on instrumental categories of the string quartet, sonata, symphony and concerto as illustrated in the works of Haydn, Mozart and Beethoven. Attention is given to operatic and sacred compositions of the same masters.

406 MUSIC OF THE ROMANTIC PERIOD (3-3) Musical styles, forms and techniques to the 19th Century with special attention to the intellectual foundations of the Romantic movement.

407 CONTEMPORARY MUSIC (3-3) Styles, forms and musical techniques since 1900.

413 AMERICAN MUSIC (3-3) American music from the Colonial Period to the present.

414 HISTORY OF JAZZ (3-3) Development of jazz and its peripheral effects upon music.

423 ADVANCED THEORY (3,3) Continued development of skills in more advanced melodic, harmonic and rhythmic aspects of music through hearing, playing and writing.

425 FORM AND ANALYSIS (3,3) Analysis of vocal and instrumental literature. Prerequisites: 318, 319, and equivalent-324.

480-481 INSTRUMENTAL WORKSHOP: BAND (2) Reading of new band publications. To give the band director an opportunity to hear new publications for band, and to serve as a conducting laboratory for students and directors.

500 ORGANIZATION AND ADMINISTRATION OF MUSIC EDUCATION (3,3) Seminar discussion of the problems of organization and administration of music education.

524 CHORAL AND INSTRUMENTAL ARRANGING, ADVANCED COURSE (3,3) Advanced arranging techniques including the scoring of original and other works for various combinations of instruments and/or voices. Prerequisite: 324, or equivalent, or consent of instructor.

550 PRIVATE INSTRUCTION IN MUSIC (1-3) Thorough development in all phases of music—techniques, style, musicianship, interpretation, repertoire. Prerequisites: 150-451 or equivalent.

Descriptions for the following music education courses will be found under the education department listing:

EDUC 372 MUSIC IN THE ELEMENTARY SCHOOL

EDUC 390 STUDENT TEACHING IN ELEMENTARY SCHOOL MUSIC

EDUC 390 STUDENT TEACHING IN SECONDARY SCHOOL MUSIC

EDUC 392 MUSIC IN THE SECONDARY SCHOOL

EDUC 430 MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED

PHILOSOPHY AND RELIGION

Professor: EBERHARDT

The purpose of courses in Philosophy and Religion is to awaken an understanding of and appreciation for the great cultural traditions, heritages and ideas of mankind, especially of the western world. The attitude which informs all offerings in this area is scholarly, never sectarian or dogmatic.

No major is offered in Philosophy and Religion at the present time. Courses are open as electives to all students.

PHILOSOPHY AND RELIGION COURSES (PHIL)

- 302 RELIGION IN CONTEMPORARY AMERICA (3) Ideas, forms of organization and emphasis on Protestantism, Catholicism, and Judaism; trends in religious thought as related to American culture.
- 303 INTRODUCTION TO LOGIC (3) Scope and limits of human knowledge. Aristotle's influence is examined. Nature of syllogism, of inductive and deductive reasoning, and of logical structure is examined. Symbolic logic, semantics, and language analysis are briefly introduced. The importance of form and clarity of meaning is stressed.
- 304 PHILOSOPHY OF RELIGION (3) Exposition of various approaches to the philosophy of religion with an analysis of the major issues on which they differ and agree
- 306 PHILOSOPHY OF BIBLICAL LITERATURE — OLD TESTAMENT (3)
- 307 PHILOSOPHY OF BIBLICAL LITERATURE — NEW TESTAMENT (3) Major themes of the Biblical Literature, and of its religious, philosophical and cultural implications.
- 310 THE HELLENISTIC ERA (3) Three significant phases of the preparation of the Mediterranean world for the Hebraic-Hellenic synthesis: (1) Post-captivity Judaism, (2) Hellenism, and (3) the Roman conquest. Contribution of archaeology will be indicated.
- 402 COMPARATIVE RELIGIONS — ANCIENT AND WORLDWIDE (3) Religions of primitive and civilized peoples including an historical and comparative study of the great religions of the world, both ancient and modern.
- 405 HISTORY OF WESTERN PHILOSOPHY — ANCIENT AND MEDIEVAL (3) Issues and movements in philosophy in the light of representative thinkers of the major schools of thought, and a consideration of their significance. A critical examination of influential works.
- 406 HISTORY OF WESTERN PHILOSOPHY — RENAISSANCE AND MODERN (3) Similar to 405 for the period from Descartes to Kierkegaard.
- 408 PHILOSOPHICAL SYSTEMS (3) The study of a major philosophical system or position, classical or modern, and of its important proponents.
- 411 PHILOSOPHICAL PROBLEMS OR TOPICS (3) A consideration of the perennial preoccupations of philosophy; ethics, logic, freedom, determinism, epistemology, metaphysics, hermeneutics, linguistics, etc.



PHYSICAL EDUCATION

Professors: BIZE (Chairman), MINNEGAN

Associate Professors: CONARD, KILLIAN

Assistant Professors: BLEUL, FAGELLA, GUSTAFSON, MELVILLE, ROACH,
SACHS, VER KRUZEN

Instructors: ANGOTTI, MARSHALL, OVERLY, RIORDAN, WALTER

The program of physical education is planned to provide the student with an opportunity to acquire the skills and an understanding of selected physical activities. Emphasis is placed on the development of sufficient competence to promote satisfaction and enjoyment in sports and recreational activities. Physical Education 101, 102 is required of all students; 201, 202 is required of all elementary and early childhood education majors. Modified sections of these courses are offered for those students who are physically unable to participate in regular physical education activities. Any student age thirty or over is automatically eligible for modified sections of physical education. Students thirty or over may, however, elect a nonmodified form of physical education.

PHYSICAL EDUCATION MAJOR

Students may select a major in physical education. The purpose of the major is to prepare competent teachers of physical education for the public schools of Maryland. A planned sequence of courses is designed to provide the student with skills and leadership experiences needed to direct a balanced program in class, intramural, varsity or extra-mural activities. All male physical education majors are expected to take part in the intercollegiate sports program, all female physical education majors are expected to take part in intramural sports. Provision is made to prepare for the elementary and secondary level.

Thirty-five hours are required for the major: PhEd 110, 210, 330, 340, 350, 351, 380, 390, 400, 401, Educ 373, 395, 390 teaching physical education in

elementary school (6) and secondary school (6). Included in the thirty-five hours, twelve of these are professional laboratory skills. The following nine credits are required:

112-113M and 114-115M required in the Freshman year (Men)

112-113W and 114-115W required in the Freshman year (Women)

212-213M and 213-215M required in the Sophomore year (Men)

212-213W and 213-215W required in the Sophomore year (Women)

312M required in the Junior year (Men)

312W required in the Junior year (Women)

The remaining three credits may be selected from the Elective Professional Laboratory Skills courses.

Health education courses required for the major are: 115, 205, 405. In addition to Biol 103 and PhSc 200, Biol 209, 210 is required for the major. Students may elect additional courses in physical education.

PHYSICAL EDUCATION COURSES (PHED)

101-102 PHYSICAL EDUCATION (1,1) Physical education for the nonprofessional student. A systematic approach to the development of individual skills at various levels. How to acquire and to maintain fitness through the medium of physical activity. Each student is expected to have an experience in (1) Team Sports, (2) Individual Sports, (3) Rhythms, and (4) a Conditioning Activity. Required of all students except Physical Education majors who substitute Professional Laboratory Skills.

110 OVERVIEW OF PHYSICAL EDUCATION (2) Brief history of physical education, the place of physical education in education today, leadership qualities and leaders in the field, professional ethics and standards, professional organizations (their purpose and function), and an introduction to professional literature.

112, 113, 114, 115 PROFESSIONAL LABORATORY SKILLS (1,1,1,1) Knowledge, understanding and personal skill in the basic activities appropriate for a teacher of physical education. For Physical Education majors. 112, 113, 114, 115, replaces 101, 102 for Physical Education majors.

201-202 PHYSICAL EDUCATION (1,1) Practice in the skills and activities that contribute to the elementary classroom teacher's understanding of the child. Prerequisite: 102.

210 CURRICULUM IN PHYSICAL EDUCATION (3) Aims and objectives in physical education and analysis of outstanding programs in the state and nation. Development of programs appropriate to various age levels and consideration of progression within activities. Organization, administration, and evaluation of a physical education program.

212, 213, 214, 215 PROFESSIONAL LABORATORY SKILLS (1,1,1,1) (See 112, 113, 114, 115.)

220 CAMP LEADERSHIP (2) Educational objectives, program, responsibilities and qualifications of a camp counselor; facilities, and standards of organized camping.

310 RECREATION (3) Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping, and playground activities. Visits to recreation centers. Specialists in story telling, crafts, recreational singing, playground and club work give part of the course. Participation in some organized recreation with children.

312 PROFESSIONAL LABORATORY SKILLS (1) (See 112, 113, 114, 115.)

314-330 PROFESSIONAL LABORATORY SKILLS (1/2) (See 112, 113, 114, 115.)



- 320 SCHOOL CAMPING AND OUTDOOR EDUCATION (2) Aims, organization, administration, and program of the school camp.
- 330 KINESIOLOGY (3) Mechanical and anatomical analysis of movement in relation to human performance. Prerequisite: PhSc 200, Biol 209, 210.
- 340 PHYSIOLOGY OF EXERCISE (2) Application of principles of physiology to large muscle activity, with special emphasis on the interrelations of muscular, nervous, circulatory, and respiratory functions during exercise. Prerequisite: Biol 209, 210.
- 350-351 COACHING AND OFFICIATING (1) Fundamentals, tactics, strategy, ethics, and other factors in coaching sports. Prerequisite: Professional Laboratory Skills related to Team Sports.
- 360 MODERN DANCE COMPOSITION (2,3) Approaches to composition through short studies directed toward a feeling of phrasing and form in dance. To be offered as an elective for the physical education major or for any interested student. Prerequisite: Approval of instructor.
- 361-362 CHOREOGRAPHIC PROBLEMS (3,3) Studies on the intermediate level using Pre-Classic forms and modern idioms of dance. Problems involved in choreographing for solo, duet, and small group dances. Prerequisite: 360.
- 380 TESTS AND MEASUREMENT IN PHYSICAL EDUCATION (3) Background for development of measurement programs in physical education; elementary statistical procedures; interpretation of data; selection and administration of tests measuring fitness, motor ability, and sports skills applicable to various grade and age levels.
- 385 CARE AND PREVENTION OF ATHLETIC INJURIES (2) Theoretical and practical methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities.
- 390 ORGANIZATION AND ADMINISTRATION (3) Investigation of policies and procedures in the organization and administration of physical education. Areas covered include facilities, equipment, budget, scheduling, special events, records, awards.
- 400-401 PRINCIPLES AND PROBLEMS OF PHYSICAL EDUCATION (2,2) The scientific foundation of physical education and current problems in the fields of physical education.
- 420 PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOLS (3) Aims of the physical education program, appropriate outcomes for different age levels and the selection and use of materials that contribute to the accomplishment of these objectives. Prerequisite: 101, 102, 201, 202 or 112, 113, 212, 213.
- 425 MODERN DANCE IN THE SECONDARY SCHOOL (3) Dance techniques and elements of composition for the secondary school teacher. Not open to those who have taken Modern Dance Composition. Prerequisite: Approval of instructor. (Offered only in evening and summer.)
- 430 ADAPTIVE PHYSICAL EDUCATION (2) Recognition of pupils with physical deviations, and use of special or modified physical education activities. Prerequisite: 330.
- 461-462 CHOREOGRAPHY (3,3) Choreographic studies on the advanced level using sonata, rondo, and fugue forms. Elements of performance. Choreography, staging, costumes, and presentation of a group dance. Prerequisite: 362.



PHYSICAL SCIENCES

Professors: BAREHAM, CORTELYOU, COX (*Chairman*), PELHAM

Associate Professors: MOOREFIELD, RUBENDALL, YARBROUGH, MILIO

Assistant Professors. DAIHL, GOLDSMITH

The Physical Sciences Department offerings provide opportunities for students to deepen and strengthen their understandings of basic concepts. A number of the courses require only the basic Phsc 200 as prerequisite in order to allow a wide choice to students with only moderate interest in physical sciences. Students who will pursue scientific professions as teacher, researcher, industrial scientist, etc. should select courses to meet requirements of the Chemistry Major or the Natural Science major; note that a Physics Major also may be offered in the near future.

Students who desire to take a minimum amount of science must complete 12 credit hours of science in order to receive a degree. Normally, this requirement will be met by taking Biol 103, Phsc 200 and an approved elective offered by the Physical Sciences or by the Biological Sciences Department. These students should take Biol 103 or Phsc 200 in their freshman year.

Students who are not positive that they wish to major in science should take Biol 103 in their freshman year. They should not take Phsc 200 as freshmen since this course cannot be credited to the Chemistry or to the Natural Science major programs. However, because of the relatively large credit hour requirement for Chemistry and for Natural Science Majors, students contemplating these should take at least one or two additional Chem, Math or Biol courses required for these majors in the freshman year.

CHEMISTRY MAJOR

Prospective secondary school teachers of chemistry should elect this major. Students desiring to do graduate work in chemistry should confer with the Department Chairman before the beginning of the junior year. The general requirements for a chemistry major are: 206-207, 216-217, 218-219, 316-317, Inorganic Chemistry (4), Phys 211-212 (8), Math through calculus (15)

for a total of 61 hours. Some of the above courses will not be listed below since they will not be offered in the current year. Chemistry majors are required to take Biol 103, as are all students, for graduation.

CHEMISTRY COURSES (CHEM)

- 206-207 GENERAL CHEMISTRY (4,4) Principles and theories of modern chemistry. Chemical laws, physical constants, theories of solutions, ionization, valency, and structure of matter. An experimental and problem approach. Three one-hour lectures and one three-hour laboratory period.
- 216-217 ANALYTICAL CHEMISTRY (4,4) Elements of statistics; theoretical principles of chemical analysis; analysis of acids and bases, oxidizing and reducing agents, and some special materials; instruction in and practice with the spectro-photometer, potentiometric titrator, the polarograph, etc. Two one-hour lectures and two three-hour laboratory periods. Prerequisite: 206-207.
- 218-219 ORGANIC CHEMISTRY (5,5) Aliphatic and aromatic hydrocarbons as an integrated sequence. Nomenclature of compounds, synthesis, and mechanism of reactions. Average of six laboratory hours per week. Prerequisite: 206 or consent of instructor.
- 316-317 PHYSICAL CHEMISTRY (4,4) Solid, liquid and gaseous state principles treated with more rigor than possible in elementary courses. Mathematical analysis of chemical systems. Three one-hour lectures and one three-hour laboratory period. Prerequisite: 216, Phys 212, Math 223 (may be taken concurrently).
- 319 BIOLOGICAL CHEMISTRY I (4) Nature of chemical constituents of living matter and chemical changes associated with biological processes. Three one-hour lectures and one three-hour laboratory period. Prerequisites: 207, 218.

PHYSICS MAJOR (Tentative)

The Physical Sciences Department expects that a physics major will be developed in the future. Courses in addition to those below will be offered as the major is developed. Students desiring to do graduate work in physics should confer with the Department Chairman before beginning the junior year. The major required courses are expected to be 211-212 (8), 402 (4), Advanced Physics I (8), Advanced Physics II (8), Advanced Physics III (8), Physics Seminar (4), Chem 206-207, Mathematics through intermediate calculus (18), for a total of 66 hours. Also Biol 103 is required of all students for graduation.

PHYSICS COURSES (PHYS)

- 211-212 GENERAL PHYSICS (4,4) Mechanics, heat, and sound are considered in the first semester; light, electricity, magnetism and a brief introduction to modern physics in the second. Three one-hour lectures and one three-hour laboratory period. Prerequisite: Math 111, or consent of instructor.
- 334 HEAT AND THERMODYNAMICS (4) Definition and measurement for iso- and adiabatic processes and thermodynamic functions such as temperature specific heat, entropy, enthalpy. Heat conversion and transfer, equilibrium and cyclic phenomena. Thermal radiation. Three one-hour lectures and one three-hour laboratory period. Prerequisite: 211-212, and Math 223-224.
- 402 INTRODUCTION TO MODERN PHYSICS (3) Lecture and problems course presenting our modern knowledge of the fundamental particles of matter, thermionics, photoelectric effect, X-rays, atomic structure, radioactivity, nuclear reactions, cosmic rays. Three one-hour lectures. Prerequisite: 211-212.



NATURAL SCIENCE MAJOR

The program is designed to give a broader view of the sciences than is obtained in a traditional undergraduate major in a single science. This is done at the sacrifice of depth and students should therefore be aware that this major will not prepare them for graduate work in a single science. Course requirements are: Biol 104, 204, 214; Phsc 224, 320 (3); Chem 206-207, 216 or 218; Phys 211-212, 402; Biol or Phsc 401; Biological or Physical Sciences electives (including one field course) for eleven credit hours, and Math 111, for a total of 56 hours in Physical Sciences, Biological Sciences and Mathematics.

Prospective secondary school teachers of general science should elect this major. State Certification requirements are that at least 18 hours must be taken in biology or chemistry or physics, and at least 6 semester hours in each of the other two fields.

PHYSICAL SCIENCE COURSES (PHSC)

- 200 PHYSICAL SCIENCE I (4) Principles of classical physics and chemistry and origin of quantum physics and applications of principles to astronomy and geology. Three lecture hours and one three-hour laboratory period.
- 201 PHYSICAL SCIENCE II (4) Developing the concepts of chemical energy transfer through a study of selected topics in organic chemistry and thermodynamics; fuels and heat engines. Three lecture hours and one three-hour laboratory period per week. Prerequisite: Phsc 200.
- 224 GENERAL GEOLOGY (3) Composition and structure of the earth. The internal and external forces acting upon it and the surface features resulting. Laboratory studies of the common rocks and minerals, geologic and topographic maps and aerial photographs. Field studies in the Baltimore area. An average of two laboratory hours per week. Prerequisites: Geog 103-104.

- 300 PHYSICAL SCIENCE III (3) Principles of hydrostatics, mechanics, electricity and electronics through a study of selected practices in the transmission of energy and intelligence. Two lecture hours and one two-hour laboratory period. Prerequisite: Phsc 200.
- 301 CLASSICAL AND CONTEMPORARY WRITINGS IN THE PHYSICAL SCIENCES (1) Examples of the great literature in physical sciences.
- 302 PHYSICAL SCIENCE IV (3) Principles of fluid dynamics, aeronautics, astronautics, optics and astronomy. Two lecture hours and one two-hour laboratory period. Prerequisite: Phsc 200.
- 320 GENERAL ASTRONOMY (2,3) Science of astronomy; investigations and theories concerning the solar system, galaxies and the universe. Prerequisite: Phsc 200.
- 324 GEOMORPHOLOGY (3) Origin and evolution of surface features of the earth as controlled by the interaction of geologic structures and erosional processes. Field work in the Maryland area. Two one-hour lectures and one two-hour laboratory period. Prerequisite: Phsc 200, Phsc 224.
- 401 ADVANCED LABORATORY IN PHYSICAL SCIENCE (2) Eight weeks of exacting laboratory work of an advanced nature under the guidance of the Science Department staff. Each student will present and defend his work at a seminar. Prerequisite: Consent of instructor.

NATURAL SCIENCE COURSES

Descriptions of these courses will be found under the Biological Sciences Department listings:

BIOL 310 FIELD NATURAL SCIENCE (3)

BIOL 392 CONSERVATION OF NATURAL RESOURCES (3)

SCIENCE EDUCATION COURSES

The following courses are taught by instructors in the Departments of Physical Sciences and of Biological Sciences. Course descriptions will be found under the Education Department listings:

EDUC 333 EARLY CHILDHOOD EDUCATION PROFESSIONAL BLOCK I — SCIENCE

EDUC 335 TEACHING SCIENCE IN EARLY CHILDHOOD EDUCATION

EDUC 362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL

EDUC 383 TEACHING SCIENCE IN THE SECONDARY SCHOOL

EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — BIOLOGY

EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — SCIENCE

EDUC 480 (SUMMERS) AEROSPACE EDUCATION WORKSHOP

EDUC 509 SEMINAR IN ELEMENTARY SCHOOL SCIENCE

ELEMENTARY SCHOOL SCIENCE CONCENTRATION

For prospective elementary school teachers who wish a somewhat broader background in science than that obtained from the required courses. Also open to other students, but Arts and Science and Secondary Education students should be aware that this program does not provide them with the "major" they must have in order to earn a degree. Course requirements are: Biol 103, 204, 214, 310; Phsc 200, 201, 224, 300, 302, 320(3) for a total of 34 hours. Students electing this concentration are urged to take Math 111.

PSYCHOLOGY

Professors: CASSATT (*Chairman*), MOSER, NEULANDER, SAXTON

Associate Professors: AMMEN, SIEGEL

Assistant Professors: McCUSKER, MURRAY

A student may elect either a Major (31 hours) or Minor (23 hours) in psychology programs aimed at understanding and predicting human behavior. Electives beyond the basic requirements facilitate preparation for: (1) graduate work in psychology and in guidance, (2) training in special and in general education, and (3) vocations requiring a liberal arts background.

PSYCHOLOGY MAJOR

The minimum requirements for a major in psychology are 101, 110, 210, and either 203, or 104, or 205, along with an approved program of 18 elective hours in psychology.

PSYCHOLOGY MINOR

The minimum requirements for a minor in psychology are 101, 110, 210, and either 203 or 104, or 205, along with an approved program of 10 elective hours in psychology.

PSYCHOLOGY COURSES (PSYC)

- 090 CLINICAL READING (0) Remedial and developmental reading for students whose test scores indicate a need.
- 101 GENERAL PSYCHOLOGY (3) Methods and principles. Attention to: Measurement, experimentation, sensation, perception, learning, emotion, thinking, remembering, personality, adjustment, development and individual differences.
- 104 APPLIED PSYCHOLOGY (3) Psychologists' contributions to education, medicine, law, mental health and business. Application to problems in these areas. Lectures and field trips. Prerequisite: 101.
- 110 BEHAVIORAL STATISTICS (3) Frequency distributions, measures of central tendency, variability, correlation, and introduction to sampling theory in behavioral sciences.

- 203 EDUCATIONAL PSYCHOLOGY (3) The learning process and related concepts; human development; individual differences; measurement and evaluation; personality and adjustment. Prerequisite: 101.
- 205 CHILD PSYCHOLOGY (3) Theories and research methods of child behavior. Development of major psychological functions. Prerequisite: 101.
- 207 ADOLESCENT PSYCHOLOGY (3) Physical, emotional, intellectual development during adolescence; social development and heterosexuality; adolescence personality; problems of adjustment; juvenile delinquency. Prerequisite: 203 or equiv. (Formerly 407.)
- 210 EXPERIMENTAL PSYCHOLOGY I (4) Experimental design and theory; psychophysical methods; psychometric scaling; sensation and perception. Three hours lecture, two hours laboratory per week. Prerequisite: 101 and Math 210. (Formerly 202.)
- 211 EXPERIMENTAL PSYCHOLOGY II (4) Basic phenomena of learning and motivation. Three hours lecture, two hours laboratory per week. Prerequisite: 210.
- 303 MOTIVATION AND EMOTION (3) Emotions and other motives as they arouse and sustain behavior. Emphasizes human rather than comparative aspects. Prerequisites: 203 or 205. (Formerly 403.)
- 304 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (3) Individual differences in human traits and characteristics; methodology, basic principles, and major findings in research. Prerequisites: 203 or 104 or 205 plus 410.



- 305 PERSONALITY (3) Theoretical and practical approaches to the study of personality. Introduction to psychodynamics and to methods and materials of assessment. Prerequisite: 203 or 205. (Formerly 405.)
- 306 THE ABNORMAL PSYCHOLOGY (3) Disordered personal reactions to life, somatogenic phenomena in neuroses and therapeutic techniques. Prerequisite: 12 hours. (Formerly 406.)
- 308 PSYCHOLOGY OF LEARNING (3) Learning as adjustment; types of learning; learning theory; selected problems and applications. Prerequisite: 203 or 205.
- 309 ADVANCED LEARNING (3) Readings, lectures and discussions from contemporary learning theory and research. Prerequisite: 308.
- 322 SOCIAL PSYCHOLOGY (3) The structure and function of groups. Recent advances in sociology, anthropology and psychiatry as related to psychology. Prerequisite: 203 or 104 or 205.
- 360 INTRODUCTION TO THE EXCEPTIONAL CHILD (3) Children with a typical physical, mental, social and emotional development, including the physically handicapped, the mentally retarded, the gifted, and emotionally disturbed children. Prerequisite: 203 or 205. (Formerly 460.)
- 410 TESTS AND MEASUREMENTS (3) Psychological and educational testing and evaluation. The construction, administration, interpretation and use of the various evaluative devices of aptitude and achievement. Prerequisite: 203 or 104 or 205.
- 411 PERSONALITY MEASUREMENT (3) A continuation of 410 that will emphasize the use and interpretation of instruments for measuring attitudes, interests and related aspects of personality. Instruments studied will include paper-pencil inventories, projective devices and observational procedures. Prerequisite: 410.
- 412 PHYSIOLOGICAL PSYCHOLOGY (3) The physiological basis of behavior, with consideration of receptor, central and effector structures and function. Prerequisite: 210.
- 415 INDIVIDUAL INTELLIGENCE TESTING (3) Construction, standardization, administration and scoring of Stanford-Binet and the Wechsler Individual Intelligence Tests. Prerequisite: 12 hours plus prior consent of dept.
- 420 MENTAL HYGIENE (3) Adjustment as related to mental health, problems to which adjustment is made, and the nature of conflict. Prerequisite: 203 or 205.
- 488 SYSTEMS OF PSYCHOLOGY (3) Schools of psychology with their theoretical and methodological approaches. Prerequisite: 12 hrs. plus consent of dept.
- 490 INDEPENDENT INVESTIGATION IN PSYCHOLOGY (3) An opportunity for especially qualified students to undertake minor research problems according to their interest and training under the direction of a staff member. Prerequisite: 210 plus consent of dept.
- 501 DEVELOPMENTAL PSYCHOLOGY (3) Advanced course designed for graduate students who have had a basic course in Human Growth and Development or Child Psychology. Prerequisite: 203 or equiv.
- 511 PRINCIPLES OF GUIDANCE (3) Aims at establishing a philosophy and gaining a knowledge of the principles of guidance. Includes an introduction to the literature of the field. Prerequisite: 203 or equiv.
- 512 ANALYSIS OF THE INDIVIDUAL (3) Techniques available in studying the individual. Emphasizes data in the areas of vocational, educational and personal adjustment. Prerequisite: 511 or equiv.
- 510 TECHNIQUES OF COUNSELING (3) Counseling and therapy techniques used by counselors and other professional personnel working with children and adults. Prerequisite: 512.
- 520 OCCUPATIONAL INFORMATION (3) Educational and vocational resources and community referral agencies. Evaluation, classification and use of such information. Prerequisite: 511.
- 523 GUIDANCE PRACTICUM I (3) Supervised experience in educational and vocational counseling. Prerequisite: 512 plus prior consent of dept.
- 525 GUIDANCE PRACTICUM II (3) Field experience in educational and vocational counseling. Prerequisite: 523 plus prior consent of dept.



SPEECH AND DRAMA

Professor: A. BREWINGTON

Associate Professors: T. BREWINGTON, GILLESPIE, HUGHES, SIES (*Chairman*)

Assistant Professors: LEBLANC, REITZEL

Instructors: BOSLEY, MALL, STONE

The Curriculum in Speech and Drama is organized to provide adequate learning and training in the major subjects of speech instruction. The programs of study are designed to provide, in cooperation with other departments, a broad liberal education as well as special professional training with emphasis placed upon acquiring knowledge as well as skill. Students in Speech and Drama may choose one of these three programs of study: (1) a general major in Speech and Drama, including the teaching major; (2) a major in Speech Pathology and Audiology, and; (3) a major in Theater Arts.

Students who wish to qualify for a general major in Speech and Drama, a teaching major in Speech, a major in Speech Pathology and Audiology, or a minor in Speech must register with the chairman of the Speech and Drama Department. Students who wish to major in Theater Arts must register with the Director of Theater. Students majoring in Speech and Drama should register as soon as possible in their college careers, preferably early in their freshman year and certainly no later than the beginning of their sophomore year. Transfer students must register during their first semester at the College.

GENERAL MAJOR IN SPEECH AND DRAMA

The student may elect either a general major in Speech and Drama for Liberal Arts or a teaching major in Speech and Drama.

The department makes a periodic evaluation of the work of each student. Department approval is necessary for the student to continue the major in his senior year.

General Major in Speech and Drama for Liberal Arts

The student must complete 36 semester hours in speech and drama courses. In addition, he is urged to complete satisfactorily a minor program of advanced course work in an area closely allied with the field of Speech and Drama, but chosen from courses offered in a department other than Speech and Drama. The minor program should be chosen with the advice and approval of the student's Speech Department adviser.

Teaching Major in Speech and Drama

This program prepares the student for teaching speech and dramatics in high school. It allows the students a wide choice in the development of his special aptitudes and interests in general speech, but a minimum program is required of all teaching majors to satisfy the demands of academic standards and certification for teaching speech in the schools of Maryland.

A future speech teacher should consult his Speech Department adviser for guidance in the selection of his electives and his minor program of studies. A teaching minor is generally expected of all students in the secondary education program. The department suggests English, art, or a foreign language.

The course of study for the teaching major follows the program of the general major but requires, in addition, a course in speech education for professional preparation.

The Curriculum for a General Major and a Teaching Major

Thirty-six semester hours are required as follows:

1. Required of all majors: 12 semester hours. 100, *Fundamentals of Public Speaking*; 218, *Advanced Public Speaking*; 200, *Voice and Diction*; 205, *Introduction to the Theater*; 330, *Phonetics of American English*.
2. Advanced courses selected from two groups of courses — 18 semester hours.
 - (a) Nine semester hours chosen from the following: 215, *Group Discussion*; 220, *Oral Interpretation of Literature*; 245, *Argumentation and Debate*; 255-256, *Forensics*; 320, *Reader's Theatre*; 345, *Advanced Debate*; 355-356, *Forensics*; 44, *American Public Address*.
 - (b) Nine semester hours from the courses in dramatics: 270, *Acting*; 280, *Stagecraft*; 370, *Play Directing*.
3. Six semester hours to complete the major program chosen from the following groups:
 - (a) Three semester hours chosen from the following speech courses: 300, *Speech Pathology*; 328, *Introduction to Audiology*.

- (b) Three semester hours chosen from the following: *Engl. 312, 313, History of Dramatic Form; Engl. 315, 316, Shakespeare; Engl. 321, Contemporary Drama; Engl. 324, Development of the English Drama; Engl. 385-386, History of the Theater.*
- (c) Three semester hours chosen from the following: *272, Speech and Language Development; 282, General Semantics; 430, Speech Science; Engl. 431, Structure of the English Language.*

The student who prepares to teach in the high school is also required to complete Educ 389, Teaching Speech and Drama in the Secondary School.

MAJOR IN SPEECH PATHOLOGY AND AUDIOLOGY

Students who plan to become speech and hearing clinicians pursue a course of study in speech which prepares them for institutional work, such as speech correction in the public schools. It is important, therefore, that they meet the demands for certification by the State Department of Education or other professional agencies. The program for the major in speech pathology and audiology is implemented by courses from the Department of Psychology and the Department of Education.

Students who major in this program should expect to participate in the work of the college speech clinic and its services. They are asked to complete 200 clock hours of supervised practice in the clinic and in the classroom for which they receive credit in Clinical Practice.

CURRICULUM IN SPEECH PATHOLOGY AND AUDIOLOGY

The Department proposes the following curriculum for the undergraduate who wishes to major in Speech Pathology and Audiology and meet certification requirements as a speech and hearing clinician in the public schools. The requirements for the major are:

1. Satisfactory completion with a grade-point average of 2.0 or better of 36 semester hours of Speech Pathology, Audiology, related technical and scientific content courses, and clinical practice in speech correction.

Minimum general requirements are: *200, Voice and Diction; 272, Speech and Language Development; 282, General Semantics; 300, Speech Pathology I; 310, Speech Pathology II; 328, Introduction to Audiology; 330, Phonetics; 420, Communication Problems of the Deaf and Hard of Hearing; 430, Speech Science; 450, Clinical Practice in Speech Correction.*

The additional six semester hour requirements for the major should be elected from the following speech courses: *315, Stuttering—Etymology*

and Therapy; 317, *Cleft Palate and Laryngeal Disorders*; 460, *Neuro-pathologies of Speech*; 475, *Aphasia and Related Language Disorders*; 480, *Clinical Counseling in Audiology and Speech Pathology*.

2. Satisfactory completion of 18 semester hours of selected courses in psychology and education. (Education is limited to 9 semester hours.) Recommended are: *Psyc 203, Human Growth and Learning*; *Psyc 308, Psychology of Learning*; *Psyc 404, Psychology of Individual Differences*; *Psyc 410, Introduction to Tests and Measurements*; *Psyc 420, Mental Hygiene*; *Psyc 460, Introduction to the Exceptional Child*; *Educ 105, Introduction to Teaching*; *Educ 380, Survey of Education*; *Educ 410, Foundations of Education*.
3. Satisfactory completion of 200 clock hours of supervised clinical practice in speech therapy.
4. Students that plan further study or future graduate study should choose the following as electives: *Math 301, 302 Statistics and Probability*.

MAJOR IN THEATER ARTS

The major in Theater Arts is time consuming and physically demanding. Majors must be free to participate in theater activities evenings and weekends. Only students who are in good health are encouraged to undertake the program.

Participation in the college drama productions is a part of the educational program of Theater Arts majors. At the end of each academic year, each major will meet with a committee of the theater faculty to discuss and evaluate the student's work in theater.

At the end of the sophomore year, students must be approved individually by the department each semester in order to continue in the program.

THE CURRICULUM

The Major in Theater Arts is an Arts and Sciences major only.

1. Required of all majors: *205, Introduction to Theater*; *270, Acting I*; *280, Stagecraft*; *370, Directing*; (prerequisites: 205 and 270); *Engl 312, History of Dramatic Form*; *Engl 313, History of Dramatic Form*; and one course in costuming, 250, or 251.
2. Elect at least 6 hours from the following: *Engl 415, Shakespeare (Comedies)*; *Engl 416, Shakespeare (Tragedies)*; *Engl 321, Modern Drama*; *Engl 324, The Development of the English Drama*; *Spch 385, History of the Theater*; *Spch 386, History of the Theater*.

3. Elect at least 3 hours from the following: 360, *Stage Lighting* (prerequisite: 280); 380, *Design for the Stage* (prerequisite: 280); 470, *Directing the Period Play* (prerequisite: 370 and 371).
4. Majors must complete a total of 35 credit hours in theater or dramatic literature. They must, therefore, elect at least 6 additional hours either from the courses listed in sections 2 or 3 above, or from the following speech courses: 220, *Oral Interpretation of Literature*; 229, *Stage Make-Up*; 320, *Readers' Theater*; 225-226, *Drill in Voice and Movement for the Stage*; 250-251, *Costuming*; 371, *Directing*; 375, *Acting*; 490, *Problems in Theater*; 491, *Problems in Theater*.

CURRICULUM FOR A MINOR IN SPEECH AND DRAMA

Students who desire it may pursue a minor program in the area of General Speech. The department does not offer a minor, however, in the curriculum of Speech Pathology and Audiology or in the Theater Arts.

Requirements for a minor in General Speech are the satisfactory completion of 18 semester hours of speech and drama courses including: 100, *Fundamentals of Public Speaking*; 200, *Voice and Diction*; 205, *Introduction to the Theater*; 220, *Oral Interpretation* or an English course in dramatic literature; 330, *Phonetics*.

SPEECH AND DRAMA COURSES (SPCH)

GENERAL SPEECH

- *090 CORRECTIVE SPEECH (0) Speech correction and improvement for students who have defective speech. Students who register for the course must pass it before they begin practice teaching.
- **100 FUNDAMENTALS OF PUBLIC SPEAKING (2) Principles and practice of public speaking. Emphasis placed on the informative speech.
- 200 VOICE AND DICTION (2) Analysis of articulatory and vocal usage as they relate to spoken language. Improvement of skills in voice, articulation, and pronunciation.
- 215 GROUP DISCUSSION (2) Theory and methods of group discussion; practice in forums, panels, and other forms of group communication.
- 218 ADVANCED PUBLIC SPEAKING (3) Rhetorical and psychological principles involved in influencing individuals and groups. Practice in the composition and delivery of the persuasive speech. Prerequisite: 100 or consent of the instructor.
- 220 ORAL INTERPRETATION OF LITERATURE (3) General principles of oral reading and the art of interpretation in poetry, drama, and the short story. Prerequisite: 100 or consent of the instructor.

* Students with defective speech, or articulation that is materially substandard will be required to work in the speech correction class and to pass the work of that course before they are given credit for the course in public speaking.

** If a student has a superior record on his entrance examination and if he is recommended by the Speech Department as a candidate for exemption from 100, he may request an examination prior to registration to exempt him from that course.

- 245 ARGUMENTATION AND DEBATE (3) Essentials of argumentation; research, analysis, evidence, reasoning, case construction, and refutation, Applications in public speaking and in college debate. (Formerly 340)
- 255-256 FORENSICS (1,1) Practical work in debate, oratory, extemporaneous speaking and other speech projects. Study of national debate questions, and opportunity to participate in forensic activities or a Speaker's Bureau. Prerequisite: Consent of Instructor.
- 282 GENERAL SEMANTICS (3) The effects of language and symbols upon individual adjustment and maladjustment. Semantic applications in audiology, education, speech pathology, and other arts and sciences. Prerequisite: 100.
- 320 READERS THEATER (3) Oral interpretation of selections from dramatic literature and individual and group reading. Includes principles of selecting, cutting and programming in literature. Prerequisite: 220 or consent of instructor.
- 330 PHONETICS OF AMERICAN ENGLISH (3) Analysis of speech sounds of American English and the use of phonetic symbols to record them. Emphasizes ear training, phonetic transcription, and language recordings. Prerequisite: 100.
- 345 ADVANCED DEBATE (3) Consideration of theories, practices and experimental studies in argumentation and debate. Analysis of classic debates. Problems in coaching debates. Practical application to the college forensic program. Prerequisite: 245 or consent of instructor.
- 355-356 FORENSICS (1,1) Refer to 255-256 for course description. Prerequisite: 255-256 and consent of instructor.
- 430 SPEECH SCIENCE (3) Lectures, readings, and demonstrations presenting the structure and function of the physiological systems involved in respiration, phonation, resonance, and articulation. Fundamentals of the physiology of the speech mechanism and the physics of sound transmission. Prerequisite: 330.
- 440 AMERICAN PUBLIC ADDRESS (3) History and criticism of two centuries of public address in the United States, the great speakers, their historical environment, their beliefs and effects on American life. Prerequisite: 218 or consent of instructor.

SPEECH AND AUDIOLOGY

- 272 SPEECH AND LANGUAGE DEVELOPMENT (3) Analysis of normal speech and language development. Phonetic, semantic, and syntactic elements in the speech of children. Physiology of language learning. Children with delayed or retarded speech.
- 300 SPEECH PATHOLOGY—PRINCIPLES AND METHODS OF SPEECH CORRECTION (3) Educational principles that govern, in general, the teaching of exceptional children, and, in particular, the analysis and correction of functional speech defects.
- 310 SPEECH PATHOLOGY—ORGANIC DEFECTS (3) Analysis of the causes and symptoms of organic speech defects and the speech diagnosis and treatment of these defects. Prerequisite: 100 and 300.
- 315 STUTTERING—ETIOLOGY AND THERAPY (3) Analysis of etiologies, symptoms, and therapeutic management of stuttering. Prerequisite: 282 or consent of the instructor.
- 317 CLEFT PALATE AND LARYNGEAL DISORDERS (3) Etiologies, symptoms, and therapeutic management of disorders associated with cleft palate, vocal nodules, contact ulcer, vocal-fold paralysis, and the various kinds of dysphonia. Prerequisites: 300 and 310.
- 328 INTRODUCTION TO AUDIOLOGY (3) Anatomy and physiology of the hearing mechanism. Symptoms and causes of hearing disorders. Prerequisite: Consent of instructor.
- 420 COMMUNICATIVE PROBLEMS OF THE DEAF AND HARD OF HEARING (3) Objectives and techniques for the teaching of lip-reading, speech conservation, and auditory training. Prerequisite: 328.

- 450 CLINICAL PRACTICE IN SPEECH CORRECTION (2-4) Clinical observation of and practice in corrective procedures with various types of speech disorders in the college speech clinic, Lida Lee Tall School, and public schools. (Credit is for 2, 3, or 4 semester hours, depending upon the number of hours of assigned observation and practice.) Prerequisite: 300.
- 460 NEUROPATHOLOGIES OF SPEECH (3) Speech and language disorders related to neuropathologies. Diagnosis, appraisal, and therapeutic management of cerebral palsy, aphasia, and dysarthria. Prerequisites: 300 and 310.
- 475 APHASIA AND RELATED LANGUAGE DISORDERS (3) Speech and brain mechanisms. Analysis of language problems of aphasia and dysphasia manifested by impaired reading, writing, listening, and speaking. Comparative analysis of this language disorder in children and adults. Prerequisites: 300 and 310.
- 480 CLINICAL COUNSELING IN AUDIOLOGY AND SPEECH PATHOLOGY (3) Systems of directive and nondirective counseling utilized by speech and hearing clinicians for the management of organic and nonorganic disorders. Techniques of interviewing, case history recording, and the conditioning of semantic reactions through interpersonal interaction. Prerequisites: 282, 300 and 310.

THEATER AND DRAMA

- 205 INTRODUCTION TO THE THEATER (2) Theatrical experience through study of the various types, styles, and production processes of the theater. Theater as a public art and its relationship to our culture.
- 225 DRILL IN VOICE AND MOVEMENT FOR THE STAGE (1).
- 226 DRILL IN VOICE AND MOVEMENT FOR THE STAGE (1) Analysis of individual problems in voice and movement for the stage, and drill in corrective exercises.
- 229 STAGE MAKE-UP (1) Survey of materials and study of theories and techniques of stage make-up. Class meets for two hours per week.
- 250 COSTUMING (3) Study of costume from the ancient Egyptian civilization to the Renaissance. Costume design and construction. Work on crews for college drama productions.
- 251 COSTUMING (3) Study of costume from the Neo-Classic period to the present. Costume design and construction. Work on costume crews for college drama productions.
- 270 ACTING (3) Theory and practice of acting. The development of the actor's imagination and technique through improvisations, pantomimes, exercises, and simple scenes.
- 280 STAGECRAFT (3) Technical aspects of play production including scene construction, scene painting, property building and stage lighting. (Work on technical crews for college drama productions required.)
- 360 STAGE LIGHTING (3) Theory of light and electricity with emphasis on the planning of light plots. Aesthetic effort of stage lighting and problems of lighting small stages with minimum equipment. Prerequisite: 280 or consent of instructor.
- 370 PLAY DIRECTING (3) Fundamentals of play directing through exercises in composition, picturization, rhythm, business and movement. Emphasis upon directional play analysis. Prerequisite: 205 and 270 or consent of instructor.
- 371 PLAY DIRECTING (3) Directorial controls in the major types of drama. Projects in directing short scenes and the one act play. Prerequisite: 370 or consent of instructor.
- 375 ACTING (3) Theory and practice of acting. Work in role analysis and character building. Prerequisite: 270 or consent of instructor.
- 380 DESIGN FOR THE STAGE (3) Theory and practice of designing scenery for the stage. Includes a study of the relationship of the set design to the script and other elements of production; an examination of research techniques in preparation for scene designing and practice in designing scenery for many styles and types of drama. Prerequisite: 280 or consent of instructor.

- 385 HISTORY OF THE THEATER (3) Study of historical development of the physical theater, stagecraft, acting and directing techniques. Beginnings through Renaissance.
- 386 HISTORY OF THE THEATER (3) Neo-classical through Contemporary.
- 390 CHILDREN'S THEATER (2) Technique and theory of playmaking for children. Participation in story telling, story dramatization and production, improvisation, rhythms, pantomime, and puppetry.
- 470 DIRECTING THE PERIOD PLAY (3) Research techniques and directorial approaches to period drama. Individual directing projects of scenes from representative period dramas. Prerequisite: 370 and 371 or consent of instructor.
- 490 PROBLEMS IN THEATER (1-3).
- 491 PROBLEMS IN THEATER (1-3) Independent study of an academic or creative nature. For majors only. Prerequisites: Approval of plan of study by instructor and department chairman.

For additional courses see:

ENGL 312, 313 HISTORY OF DRAMATIC FORM.

EDUC 389 SPEECH AND DRAMA IN THE SECONDARY SCHOOL.

EDUC 393 SPEECH IN THE ELEMENTARY SCHOOL.

BOARD OF TRUSTEES

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Samuel Hopkins, <i>Vice-President</i>	Baltimore
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ADMINISTRATIVE OFFICERS OF THE COLLEGE

Earle T. Hawkins, A.B., M.A., Ph.D., LL.D.	<i>President</i>
Gilbert M. Hill, A.B., M.A., Ph.D.	<i>Dean of the College</i>
Orrielle Murphy, B.A., M.A., Ed.D.	<i>Dean of Students</i>
Donald N. Embinder, B.A., M.B.A.	<i>Assistant to the President</i>
William H. Hartley, B.S., M.A., Ed.D.	<i>Director of the Graduate Program</i>
Genevieve Heagney, B.S., M.A., Ed.D.	<i>Principal, Lida Lee Tall School</i>
James L. Moore, A.B., M.A.	<i>Registrar</i>
Karl J. Moser, B.S., M.A.	<i>Business Manager</i>
Robert L. Nash, A.B., M.A., Ed.D.	<i>Assistant Dean, Summer and Evening Programs</i>
Dorothy W. Reeder, A.B., B.S., M.A.	<i>Librarian</i>
Donald J. Slowinski, B.S., Ed.M.	<i>Director of Admissions</i>

ADMINISTRATIVE PERSONNEL

Agnes T. Debaugh	Assistant Registrar for Records
Mary Lee Farlow, A.B., M.Ed.	Director of Residence Halls
Ethel Gardner, B.S., Sc.D.	Dietitian
Adda L. Gilbert	Administrative Assistant to the President
Eloise Gordon, A.B., B.S.	Assistant Librarian for Technical Processes
Juanita Jackson, B.A., M.A.	Assistant Librarian for Public Services
Francis J. LeMire, B.A., M.A.	Assistant Dean of Students
Patrick C. Phelan, A.B., M.D..	Physician, Dowell Health Center
Patricia Phillips, B.A.	Director of News Bureau
David L. Sanford, B.S., M.Ed.	Assistant Director of Admissions
Edwin Sasaki, A.B., M.A.	Assistant Director of Residence Halls
Odin Tidemand	Physical Plant Supervisor
Paul F. Trichel, B.A.	Assistant Registrar for Scheduling and Registration

ADMINISTRATIVE STAFF

Margaret G. Barrall, Accountant
Margaret V. Barrett, Secretary to the Director of Graduate Program
Ruth J. Bartol, Financial Aids and Student Payroll, Business Office
Ada Beck, Recorder, Registrar's Office
Jerry Corrigan, Data Processing Supervisor, Registrar's Office
Jane E. Eagler, Account Clerk, Business Office
Frances L. Gill, Secretary to the Dean of the College
Kathryn S. Gordon, Secretary, Lida Lee Tall School
William Gordon, Serials Librarian
Patricia Haselbarth, Acting Chief Nurse
Ann Kelleher, Chief Registration Clerk, Registrar's Office
Lela B. Magness, Secretary to the Assistant Dean, Summer & Evening Programs
Lois Ann McPhee, Secretary to the Dean of Students
George Miller, Inventory Clerk, Business Office
Elizabeth C. Owings, Secretary to the Director of Admissions

James Pryor, Accountant

Helen Redel, Accounts Clerk, Business Office

Ethel Richmond, Secretary to the Registrar

Joan Schmitt, Secretary to the Assistant to the President

Joyce E. Smith, Secretary to the Assistant Dean of Students

Elizabeth Starr, Secretary to the Director of Residence Halls

Arline Wildason, Secretary to the President



FACULTY AND STAFF 1965-1966

*The date in brackets following the listing of each person
is the date of first appointment in the college.*

EARLE T. HAWKINS, *President*

A.B., Western Maryland College; M.A., Teachers College, Columbia University; Ph.D., Yale University; LL.D., Western Maryland College. [1947]

GILBERT M. HILL, *Dean of the College*

A.B., Temple University; M.A., University of Pennsylvania; Ph.D., Indiana University. [1964]

ORRIELLE MURPHY, *Dean of Students*

B.A., University of California at Berkeley; M.A., Columbia University; Ed.D., Teachers College, Columbia University. [1953]

ROBERT W. ABENDROTH, *Associate Professor, Education*

B.A., Bowdoin College; M.Ed., University of Vermont. [1951]

CLIFFORD D. ALPER, *Assistant Professor, Music*

B.M., M.M., University of Miami. [1960]

CLEO C. AMMEN, *Associate Professor, Psychology*

A.B., Goucher College; Ph.D., Cornell University. [1961]

MAURITZ G. ANDERSON, *Assistant Professor, Biology*

A.B., University of Michigan; M.A., Indiana University. [1963]

HERBERT D. ANDREWS, *Associate Professor, History*

A.B., Bowdoin College; M.A., Ph.D., Northwestern University. [1959]

VINCENT A. ANGOTTI, *Instructor, Health and Physical Education*

B.S., Lock Haven State College; M.S., West Virginia University. [1965]

ALLENE B. ARCHER, *Associate Professor, Mathematics*

A.B., Randolph-Macon College; M.Ed., University of Virginia. [1957]

JOHN R. BAREHAM, *Professor, Physical Science*

B.S., State Teachers College at Towson; M.A., Ed.D., Teachers College, Columbia University. [1956]

ROBERT D. BECKEY, *Associate Professor, Mathematics*

A.B., Wittenberg University; M.Ed., Miami University. [1959]

GEORGE A. BIESHLAG, *Professor, Geography*

A.B., Wayne University; M.A., Clark University; Ph.D., University of Maryland [1954]

SUSIE M. BELLOWES, *Associate Professor, Education*

A.B., College of Charleston; M.A., George Peabody College for Teachers. [1961]

L. EDWARD BEVINS, *Professor, English*

A.B., University of Alabama; M.A., Ph.D., University of Virginia. [1952]

JAMES BINKO, *Assistant Professor, Education*

B.S., State Teachers College at Towson; M.A., University of Maryland. [1962]

CORINNE T. BIZE, *Professor, Health, Physical Education*

B.S., Russell Sage College; M.A., New York University; Ed.D., Teachers College, Columbia University. [1951]

MARJORIE F. BLEUL, *Assistant Professor, Health, Physical Education*

B.S., University of Maryland; M.Ed., Loyola College. [1956]

ARNOLD BLUMBERG, *Professor, History*

B.S., M.S., Ph.D., University of Pennsylvania. [1958]

JOHN P. BOLLINGER, *Associate Professor, Music*

B.M., Eastman School of Music, University of Rochester; M.M., School of Music, University of Michigan. [1957]

FRANCES T. BOND, *Assistant Professor, Laboratory School*

B.S., M.Ed., State Teachers College at Towson. [1962]

PHYLLIS B. BOSLEY, *Instructor, Speech*

B.A., Southwestern College, Kansas; M.A., University of Nebraska. [1964]

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B.A., Washington College; M.Ed., University of Miami. [1964]

RICHARD M. BRADLEY, *Instructor, Laboratory School*

B.S., State Teachers College at Towson. [1965]

ELLA BRAMBLETT, *Assistant Professor, Education*

B.S., Middle Tennessee State College; M.A., George Peabody College for Teachers. [1951] (On sabbatical leave 1965-66)

ARTHUR W. BREWINGTON, *Professor, Speech*

A.B., Asbury College; M.A., Cornell University; Ph.D., George Peabody College for Teachers. [1945]

THELMA S. BREWINGTON, *Associate Professor, Speech*

B.A., Cotner College; M.A., University of Denver. [1950]

MAUD J. BROYLES, *Professor, Education*

A.B., Concord State Teachers College; M.A., Northwestern University; Ed.D., Teachers College, Columbia University. [1958]

JOHN L. BUCHANAN, *Instructor, Biology*

B.S., Shippenburg State College; M.A., University of North Carolina. [1965]

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A.B., Catawba College; M.A., Teachers College, Columbia University; Ed.D., University of Maryland. [1956]

ANTHONY A. CACOSSA, *Assistant Professor, French and Spanish*

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DONALD L. CASSATT, *Professor, Psychology*

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WILLIAM H. CAULWELL, *Instructor, Biology*

B.S., Albright College; M.S., Cornell University. [1965]

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ANN MARY CIMINO, *Assistant Professor, Education*

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B.M.E., Fort Hays State College; M.M., University of Michigan. [1964]

EILEEN W. COHN, *Instructor, Education*

B.S., State Teachers College at Towson. [1962]

GEORGE C. COLEMAN, *Professor, History, Political Science*

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RUTH M. CONARD, *Associate Professor, Physical Education*

A.B., Shepherd College; M.S., University of Wisconsin; Ed.D., Temple University. [1963]

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DAVID L. CORNTHWAITE, *Associate Professor, Education*

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ESTHER S. COULANGE, *Associate Professor, Music*

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GEORGE W. COX, *Assistant Professor, Education*

A.B., University of Richmond; M.A., University of Virginia. [1963]

JOSEPH W. COX, *Instructor, History*

B.S., M.A., University of Maryland. [1964]

LOUIS T. COX, *Professor, Physical Science*

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20 Aintree Road, Baltimore, Md. 21204

Miss Carol Ann Murphy, *Senior Class Representative*

Towson State College — Box 541, Baltimore, Md. 21204



ACADEMIC CALENDAR 1966-67

Fall Semester 1966

September 11, Sunday	Residence Halls open for new students
September 12-14, Monday-Wednesday	Orientation for new students; Registration Classes begin
September 15, Thursday	
September 16-21 Friday-Wednesday	Schedule changes accepted
October 12, Wednesday	Last day to drop a course without penalty
October 13, Thursday	Beginning of "WF" period for courses dropped
November 2, Wednesday	Mid-Semester
November 7, Monday	Mid-Semester evaluations due
November 23, Wednesday	Thanksgiving holiday after 1:00 p.m.
November 28, Monday	Classes resume
December 16, Friday	Christmas vacation begins after last class

1967

January 2, Monday	Classes resume 1:00 p.m.
January 11, Wednesday	Last day of classes
January 12, Thursday	Reading day
January 13, Friday	Semester examinations begin
January 20, Friday	Last day of examinations and semester

Spring Semester 1967

January 30, Monday	Registration for students who did not advance register 12 n.-4 p.m.
January 30-31, Monday-Tuesday	Orientation of new students
January 31, Tuesday	Freshmen Testing Program
February 1, Wednesday	Classes begin
February 2-7 Thursday-Tuesday	Changes of schedule accepted
February 28, Tuesday	Last day to drop a course without penalty

March 1, Wednesday	Beginning of "WF" period for courses dropped
March 21, Tuesday	Mid-Semester
March 23, Thursday	Spring vacation begins after last class
April 3, Monday	Classes resume
April 4, Tuesday	Mid-Semester evaluations due
April 8, Saturday	Senior Testing Program
May 17, Wednesday	Last day of classes
May 18, Thursday	Reading day
May 19, Friday	Final examinations begin
May 26, Friday	Last day of examinations and semester
June 4, Sunday	Commencement

Summer Session Tentative

First Five Weeks

June 19 Beginning of Term
 July 4 Holiday — No Classes
 July 21 Term Ends

Second Five Weeks

July 24 Beginning of Term
 August 25 Term Ends

SUMMARY ENROLLMENT STATISTICS 1965-66

FALL 1965

<i>Day Program</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshmen	518	671	1,189
Sophomore	279	478	757
Junior	167	355	522
Senior	139	362	501
Special	5	8	13
Total	1,108	1,874	2,982
<i>Evening Program</i>	659	948	1,607
<i>Off Campus</i>	12	137	149
			<hr/> 4,738

SPRING 1966

<i>Day Program</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshmen	398	556	954
Sophomore	275	498	773
Junior	177	386	563
Senior	164	336	500
Special	4	8	12
Total	1,018	1,784	2,802
<i>Evening Program</i>	718	946	1,664
<i>Off Campus</i>	18	135	153
			<hr/> 4,619

SUMMER SESSION 1965	<i>Men</i>	<i>Women</i>	<i>Total</i>
	684	1,673	2,357

POST SESSION	<i>Men</i>	<i>Women</i>	<i>Total</i>
	104	250	354

GRAND TOTAL

2,711
12,068

TOTAL DIFFERENT STUDENTS

<i>Men</i>	<i>Women</i>	<i>Total</i>
2,813	4,873	7,686

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Correspondence Directory

Telephone Number: 823-7500 — Switchboard open 8:00 a.m.-8:00 p.m.
week days; 9:00 a.m. to 12:00 noon Saturday

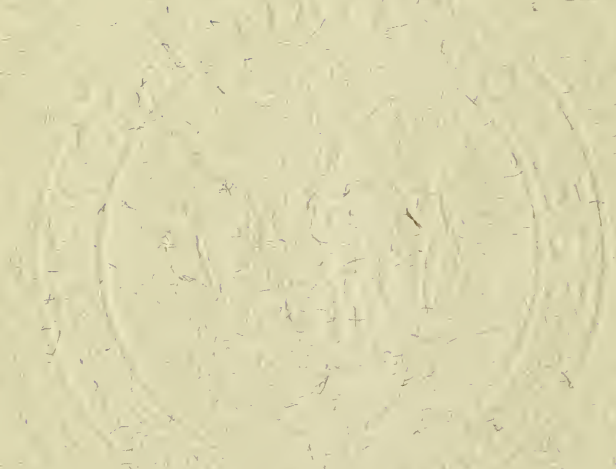
Office Hours: 8:30 a.m.-5:00 p.m. week days during academic year
8:30 a.m.-4:30 p.m. week days during summer session

Mailing Address: Towson State College
Baltimore, Maryland 21204

Specific correspondence should be address as follows:

ADMISSIONS	<i>Director of Admissions</i>
BUSINESS	<i>Business Manager</i>
CURRICULUM AND INSTRUCTION	<i>Dean of Instruction</i>
GENERAL INFORMATION	<i>President</i>
HOUSING OF STUDENT	<i>Director of Residence Halls</i>
SCHOLARSHIPS AND FINANCIAL AIDS	<i>Assistant Dean of Students</i>
STUDENT AFFAIRS AND WELFARE	<i>Dean of Students</i>
TRANSCRIPTS, ACADEMIC RECORDS, REGISTRATION	<i>Registrar</i>

TOWSON
STATE
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FEBRUARY 1967



1967-1968



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TOWSON STATE COLLEGE



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THE COLLEGE

The Towson program rests fundamentally on the idea that a liberal education is indispensable for the preservation of a free society. Secondly, it rests on the belief that the means of acquiring special competence should be available at the undergraduate level in a tax-supported multi-purpose college.

These two principles go hand in hand. If it is vital that all students take on the mental habits and values necessary to thoughtful citizenship, it is also important that every student be able to acquire a sense of professional direction. The curriculum is designed, then, so that all students will pursue those studies — the traditional arts and sciences — that promote critical thought about man and his environment; and so that each student may discover and cultivate a particular intellectual or occupational bent.

HISTORY

Towson State College, the oldest and largest of Maryland's public colleges, traces its history back to 1865. At that time the General Assembly of Maryland established a state-wide public school system and authorized the first state teacher training institution, The Maryland State Normal School, later known as the State Teachers College at Towson, and since 1963, Towson State College.

Formally opened in Baltimore on January 15, 1866, the Normal School was, for many years, the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The School occupied three different locations in the city of Baltimore before moving to its present suburban location in 1915.

In 1946 the arts and sciences program was introduced at Towson. Beginning as a two-year transfer program, it was extended to a four-year, degree-granting program in 1960.

A graduate program for elementary school teachers leading to the Master of Education degree was inaugurated in 1958.

In 1963 the College was authorized, by action of the Legislature, to expand its offerings in the arts and sciences while maintaining a strong pro-

gram in teacher education and to change its name from State Teachers College at Towson to Towson State College.

In 1965 the College expanded its graduate program to include offerings for guidance counselors and secondary school teachers.

In 1966 the College completed 100 years of service to the State, having graduated more than 12,000 students during its first century.

ACCREDITATION

Towson State College is accredited by the Middle States Association of Colleges and Secondary Schools, the Maryland State Board of Education and the National Council for the Accreditation of Teacher Education. The College is a member of the American Council on Education and is approved by the American Association of University Women.



BOARD OF TRUSTEES

The College is governed by a nine-member Board of Trustees — eight members appointed by the Governor for nine-year terms — and the state superintendent of schools, a permanent member, *ex officio*. This same board also controls the four other state colleges that were formerly teachers colleges.

Created by the General Assembly of 1963, the Board was a recommendation of the Commission for the Expansion of Public Higher Education in Maryland and replaced the State Board of Education as the College's controlling agency.

THE CAMPUS

Situated a mile and one half beyond the northern border of the city of Baltimore, the College site is fortunate to be able to maintain the atmosphere of a suburban campus.

Within a five-mile radius of the campus are all the cultural advantages of the city of Baltimore — the Peabody Conservatory of Music and Library, the Enoch Pratt Free Library, the Walters Art Gallery, the Baltimore Museum of Art, and the many theaters, galleries, and other cultural centers necessary for a well-rounded college experience.

The wooded Towson State campus is one of the most beautiful in this part of the country.

FUTURE DEVELOPMENT

Located in one of the fastest growing areas of the country, Towson State's enrollment is increasing rapidly. By 1970 an enrollment of more than 7,500 is expected and by 1975 an enrollment of more than 12,000 is projected.

In order to accommodate this rapid growth, an extensive expansion of existing programs and buildings is under way. The evening program and summer sessions are being expanded and new majors in the arts and sciences are being offered. A new science building was occupied in the fall of 1965, an enlarged kitchen and dining facility was completed in 1966. A new gymnasium, classroom building and additional athletic fields will be completed for the 1967-68 school year.

In the planning stage are other classroom buildings, larger library facilities, a student union building, and additional residence halls.

Through the efforts of the Board of Trustees, the State Planning Commission, the Governor and the Legislature, Towson State College has been fortunate in being able to add more than 60 acres to its campus, bringing the present total to nearly 300 acres.



ADMISSION

Admission to Towson State College is granted to all applicants whose academic and personal qualifications give promise of success in the College. Because of limited facilities, the College reserves the right to close admissions when no further space remains. It is therefore advisable for high school students to make their college choice at the close of their junior year or early in their senior year.

Students seeking admission should file applications in the late fall or early winter of the senior year. It is requested that all admission material reach the College not later than March 1, prior to the September when admission is desired. Admission for February is limited to students with advanced standing (one year or more of college work completed) or students who have been out of high school at least one year. No applications for February admission will be accepted after December 1. All admission material for February entrance must be complete by January 1.

Applicants with excellent records are granted admission on the basis of high school work completed, with the condition that the remaining high school work will be satisfactory. Candidates for admission to Towson State College are strongly urged to complete a college preparatory program in high school.

The following are the admission requirements established by the Board of Trustees of the State Colleges:

- "1. Admission to the State Colleges shall be determined without regard to race, color, religion, or sex.*
- 2. Admission: High school graduates*
 - A. Admission shall be granted to graduates of high schools on the basis of grades, rank, admission test scores, and such other evidence, including the recommendations of appropriate high school officials, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.*
 - B. No admission offer shall be made prior to receipt of a candidate's scores on the admission tests administered in the candidate's senior year or subsequent thereto, except as herein provided. Early admission* may be*

** Towson does not have an early admission plan.*

offered to not more than a maximum of twenty percent of the anticipated enrollment in the freshman class. Such an offer shall be made only to an applicant of demonstrated superior scholarship and promise, as evidenced by his record through the junior year and by his performance on the admission tests administered in his junior year or subsequent thereto.

- C. The tests to be used for admission purposes shall be the College Board Scholastic Aptitude Tests, effective with applicants for admission in September, 1967.
 - D. Admission prior to graduation from high school shall be conditional upon completion of the high school curriculum in a manner that would qualify the student to admission under paragraph A.
 - E. In the evaluation of academic credentials no preference shall be granted, as between residents of the State, upon the basis of their places of residence.
 - F. Completion of a college preparatory curriculum shall not be a condition of admission. High school graduates who have not followed a college preparatory curriculum, but whose grades, rank, and aptitude test scores indicate the potential to complete a college degree program, shall not be denied admission on that ground.
3. Admission: non-graduates of high school
- Admission shall be granted to applicants who are not high school graduates on the basis of high school equivalence examinations, the admission test scores, and such other evidence, including the recommendations of appropriate persons, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.
4. Admission: Out-of-state and foreign students
- A. A maximum of fifteen percent of the total student body at each college may be composed of out-of-state students and foreign students not resident in Maryland. However, the college will be expected to meet its obligations to qualified resident students before approaching the maximum enrollment of out-of-state and non-resident foreign students.
 - B. A foreign student not resident in the United States shall receive the same schedule of fees as a Maryland resident, provided, however, that he shall not receive free tuition in the teacher education program.
5. Admission: Determination of residence
- In order to be considered a resident of Maryland for any given semester, it is necessary that:

- (1) *The applicant shall have been domiciled in the State of Maryland for at least six months immediately preceding the registration date for that semester*
- (2) *The applicant, his parents, the person(s) in loco parentis, or the applicant's husband or wife, shall have been bona fide taxpayers to the State of Maryland for the six months immediately preceding the registration date, or shall be qualified voters at that date.*

A person stands in loco parentis to a child when he has put himself in the situation of a lawful parent by assuming the obligations incident to the parental relation without going through the formalities necessary to legal adoption. The determination of such status will be on a case by case basis. The college will look to who has custody or control of the child, who is financially supporting the child, and who has assumed general responsibility for his welfare.

6. Admission: Advanced undergraduate standing

- A. *An applicant for advanced undergraduate standing must present from a college or university regionally accredited or accredited by the Maryland State Department of Education, the last that he attended, a transcript and record showing he left in good standing. Credit shall be allowed for all courses that approximate the requirements of the particular college, or, if not offered at the college, are approved by the appropriate department of the college, or, in the absence of an appropriate department, by the Curriculum Committee of the college. No transfer credit shall be allowed for courses in which the applicant has earned a "D" or "F" grade. In all cases the applicant must spend the final year "in residence" at the college as a full-time student. Exemption from the above requirements may be granted on an individual basis by the President of the college, except that in no case shall transfer credit be allowed for courses in which the applicant has earned a "D" or "F" grade.*
- B. *It is the policy of the Board of Trustees that every effort shall be made to facilitate the transfer of graduates from the community-junior colleges of the State of Maryland to the State Colleges. Such graduates who have pursued a transfer program and who have achieved an Associate in Arts Degree within four semesters in the case of full-time students, or the equivalent in the case of part-time students shall have priority over other transfer applicants for upper class standing. The equivalency of their credits shall be given a liberal interpretation. Nothing in this paragraph, however, shall be construed to allow transfer credit for courses in which the applicant has earned a "D" or "F" grade."*



ADMISSIONS PROCEDURE

1. An applicant should secure an application form from the guidance department of the high school or from the Admissions Office of the College.
2. The applicant should complete part I of the application form and forward it with the application fee of ten dollars to the Director of Admissions. Part II of the application form is to be given to the high school counselor at the time of submitting part I to the College. The high school counselor is to complete part II and forward it to the Director of Admissions.
3. The applicant should arrange to take the required test (Scholastic Aptitude Test). Students should take the December administration of the SAT.

ADVANCED PLACEMENT AND ADVANCED CREDIT FOR ENTERING STUDENTS

The College does not wish students to repeat work already taken. Entering freshmen who have had the opportunity for advanced work may receive advanced placement (and in some cases advanced credit) for this work.

During the summer prior to registration or during the opening week, freshmen take placement tests in various fields, and registration is based on the results of these tests.

Students who would like advanced credit as well as advanced placement are required to take the Advanced Placement Tests of the College Entrance Examination Board in May of the senior year of secondary school. These tests are scored and sent to the College about September 1; they are then considered along with grades in these subjects and the recommendations by departments concerned. At the time of registration students are notified about advanced placement and credit.

A bulletin of information about the Advanced Placement Tests may be secured from the College Entrance Examination Board, P. O. Box 592, Princeton, N. J.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Maryland students applying for admission to the teacher education program who wish to be exempt from paying tuition may sign a pledge to teach two years in Maryland public schools immediately following graduation unless temporarily released by the State Board of Education.

Such students who, for any reason, cannot teach immediately upon graduation are expected to secure a deferment or a release from the President of the College.

Deferments may be granted for periods of one or two years for reasons deemed valid by the President. A release from the pledge to teach is granted only upon payment of tuition.

A student who, upon graduation, does not teach and does not obtain a release or deferment shall have entered on his permanent record a statement that he did not fulfill his obligation to the State.

Students who do not wish to sign the pledge must pay tuition.

EVENING PROGRAM; SUMMER SESSION AND PART-TIME STUDENTS

Information pertaining to these programs may be obtained by referring to the Evening College Catalogue or the Summer Session Bulletin.

SGA NOTICES

Student
Govt. Ass.

The bulletin board displays several documents. On the left is a large, mostly blank sheet of paper. To its right is a smaller document with the heading "Student Government Association" and some illegible text below it. Below the large sheet on the left is another document. At the bottom left is a small square document. At the bottom right, two small documents are pinned together. The board is secured with several pushpins.

EXPENSES

TUITION

Maryland residents who register for the teacher education program are relieved of paying tuition if they pledge at least two years of teaching service in the public schools of Maryland upon graduation.

Those who enroll in the arts and sciences program, and those in teacher education program who do not sign the pledge to teach, pay \$200 per year tuition.

For out-of-state students the tuition is \$450 per year for enrollment in either the arts and sciences or teacher education program.

Part-time students (normally those who register for less than 12 semester hours) in the regular session, and all summer and evening session students pay fifteen dollars per credit hour each semester.

Tuition charges are subject to change at any time by action of the Board of Trustees.

HOUSING AND BOARDING COSTS

Students who live on campus pay \$685 for room and board for the academic year. For all students who live off campus and who have been approved as resident students, the cost for meals is \$435 for the academic year.

As residence space becomes available, those students who are eligible to reside in residence will be requested to room in one of the halls. For those students who enter the residence hall after the beginning of a semester, the charge will be prorated for the remainder of the semester plus one week.

Rates for living expenses are subject to change by the Board of Trustees.

OTHER FEES AND EXPENSES

An activities fee of twenty-five dollars a year is assigned to the Student Government Association fund for class dues, student publications, dramatics, assembly programs and other authorized projects.

An athletic fee is used to support the College's program in intercollegiate and intramural athletics.

A limited number of lockers are available upon request at the Business Office for student use. The College assumes no responsibility for personal property placed in the lockers. There is a \$1.00 locker fee and a fifty-cent gymnasium locker fee.

A curriculum fee of ten dollars each semester (twenty dollars per year) is used for supplies and materials for classroom instruction.

A graduation fee of ten dollars for those receiving a Bachelor's Degree and a twenty-five dollar fee for those receiving a Master's Degree.

Each student shares a mail box with one or more students. There is an annual fee of fifty cents for the mail box per student.

A student is expected to buy the textbooks for his courses. These may be purchased in the College Bookshop. Students are required to buy gymnasium suits for the courses in physical education.

A late registration fee of five dollars is charged to any student who does not pre-register as prescribed.

A late change of course fee of \$5.00 is charged to students for making student-initiated changes in their academic schedule.

A College Centre fee of twenty dollars will be assessed each semester to underwrite the construction cost of the new College Centre.

Evening and summer students are charged fifteen dollars per credit hour for courses audited and five dollars registration fee each semester.

Fees are subject to change at any time by action of the Board of Trustees.

Students in teacher education who have signed the pledge to teach and are subsequently placed on academic probation are not eligible for tuition exemption until their probation is lifted.



EXPENSES FOR MARYLAND RESIDENTS

Teacher education students who sign the pledge to teach

	Semester I	Semester II	Total for Year
Activities Fee	\$ 25.00	....	\$ 25.00
Athletic Fee	15.00*	....	15.00
College Centre Fee	20.00	20.00	40.00
Curriculum Fee	<u>10.00</u>	<u>\$ 10.00</u>	<u>20.00</u>
Total Day Students	\$ 70.00	\$ 30.00	\$100.00
Room	125.00	125.00	250.00
Board	<u>217.50</u>	<u>217.50</u>	<u>435.00</u>
Total Boarding Students	\$412.50	\$372.50	\$785.00

Arts and sciences students and teacher education students who do not sign the pledge to teach

Fees as above	\$ 70.00	\$ 30.00	\$100.00
Tuition	<u>100.00</u>	<u>100.00</u>	<u>200.00</u>
Total Day Students	\$170.00	\$130.00	\$300.00
Room	125.00	125.00	250.00
Board	<u>217.50</u>	<u>217.50</u>	<u>435.00</u>
Total Boarding Students	\$512.50	\$472.50	\$985.00

* May be adjusted upward to \$25.00 subject to approval of the board of trustees.

PAYMENT OF FEES

All checks or money orders should be made payable to Towson State College for the exact amount of the charges. All fees are due and payable at the time of registration. No student will be admitted to classes until such payment has been made. A late fee of five dollars is charged when a check given in payment of fees is returned by the bank.

ADVANCE PAYMENTS

Each applicant must pay a non-refundable application fee of ten dollars and no application will be processed without this fee.

A deposit of twenty-five dollars for room reservation is required of all applicants who are eligible to live on the campus because of living outside the commuting boundaries. This fee is applied to the final amount of room and board due at the time of registration.

The above room deposit is refundable if the student cancels his applica-

tion and notifies the Admissions Office, in writing, prior to June 30 for those entering in September and prior to December 15 for those entering in February, or if the College denies admission to the applicant.

All advance payments are sent to the Admissions Office.

STUDENT TEACHER TRANSPORTATION FEE

Each student is responsible for his own transportation to and from his student teaching center.

Students unable to make other arrangements for transportation to centers not accessible by public transportation or by other means may apply for transportation at the College Business Office. Whenever possible, college vehicles will be made available to groups of students at rates specified below. Such transportation cannot be guaranteed, however.

Transportation to student teaching centers when provided by the College will be charged at the rate of sixty cents per day, payable in advance, for each student teaching experience. This will mean the following approximate amounts:

Students in the Kindergarten-Primary division — nineteen dollars per experience (thirty-eight dollars for both terms);

Students in the Elementary division — thirty-six dollars per experience;

Students in the Secondary division — thirty dollars per experience.

Amounts per experience are subject to change at any time.

No refunds will be made after the second week of full-time teaching.

No college vehicle will be sent: to centers within walking distance (two miles); to centers available by public transportation; to centers which may be reached through other arrangements which may be made with (1) students driving their own cars, (2) rides provided by teachers in the school, (3) other possible transportation facilities.

Vehicles will be made available only if at least five students are involved. The driver will be allowed to ride without payment of the fee.

LIABILITY FOR UNPAID TUITION

A Maryland student enrolled in the teacher education program who pays no tuition because of signing a pledge to teach in the State, is liable for unpaid tuition if he voluntarily withdraws from the teacher education program before graduation.

If he leaves before graduation or transfers to the arts and sciences pro-

gram, he will be billed at the arts and sciences tuition rate for the education he obtained at the College.

He may be released from the above tuition payment if he transfers to a Maryland institution which has a teacher education program approved by the State Department of Education and if he reaffirms his pledge to teach for two years in the Maryland public schools upon graduation.

REFUNDS ON WITHDRAWAL

A student withdrawing from the College must complete an official withdrawal card and file it in the Registrar's Office before he is entitled to any refund. Refunds are made on the following basis:

A. Students withdrawing from the College after completing registration shall not be entitled to the refund of any fees other than tuition, board, and room.

B. Students who withdraw within two weeks after registration shall have tuition payments refunded minus \$10.00. Payments for board and room shall be refunded on a pro-rata basis by adding one week to the period of residence.

C. Students who withdraw after two weeks but prior to the middle of the semester shall be refunded one-half of the payments for tuition, board, and room.

D. Students who withdraw after midsemester shall receive no refund for tuition, board, and room.





STUDENT LIFE PROGRAM

A Student Life Advisory Council, consisting of faculty members and students, coordinates the program and recommends the policy of the Student Life Program. College housing and boarding, the health program, financial aid, part-time employment, the advising and counseling programs, orientation of new students, student publications, clubs and religious groups, career guidance and placement and the operation of the College Centre are all parts of the student life program.

HEALTH SERVICES

Physical Health

Medical advice and emergency office treatment are available and free to all students. In case of contagious disease or acute illness parents are notified and are required to remove the student from the campus for the duration of the condition. The professional staff consists of the college physician, three full-time graduate nurses, and two licensed, full-time practical nurses. The physician maintains office hours at the College and is on call at all times.

A physical examination is required of all students prior to the time of admission. Additional examinations are given when conditions warrant. A student is expected to correct remedial defects immediately. Failure to follow the physician's instructions will jeopardize a student's status in the College. Annual chest X-rays are compulsory for all students. Health education and prevention of disease are essential parts of the college health program.

The College assumes no financial responsibility for illness of sufficient seriousness to require hospitalization, X-rays, or special treatment. The College does not assume financial responsibility for any injury incurred upon the athletic field or in any physical education class.

A student who has a physical condition which prevents complete participation in the regular physical education program may be permitted upon authorization of the college physician and the Academic Standards Committee to take a modified program or to be exempt from physical education requirements.

Mental Health

Recently a mental health center has been established as a part of the health services. Two college counselors and two part-time psychiatrists are available by appointment for consultation with members of the college community.

ACCIDENT INSURANCE

For the benefit of those students who wish to participate, the College enters into an agreement with an approved insurance company to cover students against any accidental injury either at college or at home during the college year. Participation in the plan is voluntary and costs approximately four dollars for women and six dollars fifty cents for men. Students desiring this coverage should make application at the Business Office.

RESIDENCE HALLS

Policies

Due to increasing enrollment and the limited facilities for campus living, applications for residence hall far exceed available space. To qualify for living on the campus, a student must be single and carry a minimum of twelve semester hours of credit.

Single students under twenty-one years of age who live in off-campus housing other than their legal residence must live in college-approved homes. They may take their meals regularly in the Residence Hall Dining Room by applying for a meal ticket through the Office of the Director of Residence. Off-campus students are responsible to the Director of Residence and must conform to residence regulations.

Priority for residence is given to students who reside beyond a twenty mile radius of any four year state institution. Assignments to rooms are made only after the student has had an interview with a member of the residence hall staff. Further information may be found in the brochure, *Housing at Towson State College*.

Students who have reserved a room and entered a residence hall may withdraw to become a day student only in case of change of residence or student teaching in their home areas. An adjustment of fees is made in the Business Office for special cases. If vacancies occur in the halls during the year, students on the waiting list who are commuting may be admitted according to their dates of admission to the College. A student who chooses to live elsewhere during his student teaching assignment forfeits his reserved space but may apply for another room in residence should he wish to return to campus.

Residence facilities are available to students only when college classes are in session. All residence students must leave the halls no later than twenty-four hours following their last examination at the end of each semester. No student is permitted to remain in residence more than forty-eight hours after he has ceased attending classes. Each student living in college housing must adhere to the regulations as stated in the *Handbook for Residence Living*.

Students responsible to the Director of Residence must sign a yearly contract for college sponsored housing. Acceptance for residence is on a yearly basis and not for the duration of a student's college career.



Activities

Men and women students in college housing elect as their governing bodies a Women's Residence Council and a Men's Residence Council. Each residence unit, in cooperation with the residence personnel, formulates policies



pertaining to group living and arranges a program of activities for the resident students. The Men's and Women's Judicial Boards handle cases of infractions in residence. Any student may be required to leave residence on the recommendation of the Judicial Board and its acceptance by college authorities.

Students who are absent frequently over weekends miss much of the education that living at college affords. Students are therefore encouraged to remain on the campus for as many weekends as possible.

FINANCIAL AID

All students attending the College receive a subsidy from the State, and residents of the State of Maryland enrolled in the teacher education program may elect to sign a two-year teaching pledge in lieu of paying tuition. Still, there are the costs of residence living, transportation, books and other incidental matters which some students are unable to meet. Limited assistance is available through scholarship funds or through student employment on campus.

The establishment of policy concerning student assistance, and the administration of funds are under the direction of the Committee on Financial Aid.

Scholarships

The Helen Aletta Linthicum Scholarships were established by the will of Helen Aletta Linthicum, widow of J. Charles Linthicum, who was a member of the class of 1886. The fund is administered by the trustees of the estate and the Financial Aid Committee. Both freshmen and upperclassmen are eligible for these forty-four awards. Eleven of the scholarships have been set aside for entering freshmen.

Income from the Sarah E. Richmond Loan Fund is allocated to students in the teacher education program. Four scholarships are usually awarded.

One upper-class student may receive the Minnie V. Medwedeff Endowment Scholarship. This award is made annually to an outstanding student selected by the trustees of the fund. The scholarship was established in memory of Minnie V. Medwedeff by her father. Miss Medwedeff was an instructor in the College from 1924 until her death in 1935.

Other scholarships, usually one hundred and twenty-five dollars, are donated by various community groups. Service clubs, parent-teacher associations, women's clubs, and businesses are among the groups which furnish scholarships. Some of the organizations ask the College to select the award winners and some select their own recipients.

Loans

Five loan funds have been established for college students. They are the Sarah E. Richmond Loan Fund, the College Loan Fund, the Edward Moulton Loan Fund, the National Defense Student Loan Program, and the Maryland Higher Education Loan Program. Loans are made at a low rate or at no interest.

The Sarah E. Richmond Loan Fund was established by Sarah E. Richmond, who was connected with the College for fifty-five years as student, teacher, principal, and dean of women. This fund has been increased by gifts from the alumni association.

The College Loan Fund has a value of eleven thousand nine hundred dollars and was made by contributions from the following: the Class of 1900 Memorial to Katherine Muhlback, the Class of 1925, the Normal Literary Society, the Pestalozzi Society, the Reese Arnold Memorial, the Lillian Jackson Memorial, the Esther Sheel Memorial (Class of 1927), the Carpenter Memorial, the Eunice K. Crabtree Fund (gift of the Class of 1931), the Pauline Rutledge Fund (gift of the Class of 1934), the Pearle Blood Fund (gift of the Class of 1940), the 1933 Gift Loan Fund of Faculty and Students, the Gertrude Carley

Memorial, Washington County Alumni, the Grace Boryer Downin Fund, the Class of 1941 Fund, the Martha Richmond Fund, the Tower Light Fund, the M. Clarice Berch Fund (gift of the Class of 1951), the Bettie Sipple Fund sponsored by the Maryland Federation of Women's Clubs, the Lucy Scott Memorial Fund, the James B. O'Toole, Jr. Memorial Loan Fund, the Ellen Pratt Hamilton Memorial Loan Fund, and the Rodgers Forge PTA Loan Fund in Memory of Ellen Pratt Hamilton.

The Edward Moulton Fund, with assets of two thousand nine hundred dollars, established in memory of a student of the Class of 1957, is a short-term fund limited to seventy-five dollars and open to all students, interest free.

The National Defense Student Loan Program was established by the National Defense Education Act of 1958. The Act provides that the repayment of the principal of the loan, together with accrued interest thereon, shall be made to the College over a ten-year period beginning one year after the date when the borrower ceases to be a full-time student and ending eleven years after such date. The loan bears simple interest upon the unpaid balance at the rate of 3 per cent per year. Interest does not begin to accrue until one year from the date the borrower ceases to be a full-time student. The loan, and interest thereon, of any borrower who serves as a full-time teacher in the schools within the State shall be cancelled up to a maximum of 50 per cent at the rate of 10 per cent of the amount of the loan plus interest thereon for each academic year of service. Under the provisions of the Act, students must meet four qualifications to be eligible for assistance: they must be citizens or permanent residents of the United States; they must be in good academic standing and in the opinion of the College, capable of maintaining a strong academic record; they must be full-time undergraduate students; they must show financial need.

The Maryland Higher Education Loan Corporation offers students an opportunity to borrow money after the completion of one college year. They may borrow as much as one thousand dollars annually with a five thousand dollar limit. Repayments begin the first day of the fifth month after graduation. Six per cent interest is levied from the date of the loan.

Student Employment

The on-campus opportunity for student employment is limited. New students are not eligible until their second semester in attendance. All students on the college payroll must be in good standing. Normally, no student is employed on campus beyond fifteen hours weekly. The college library, cafeteria, various offices and departments employ students.

Students with limited financial assets may be employed on campus through the Work Study Program. Funds for the program are supplied by the federal and state governments. Qualifications for employment under the Work

Study Program include limited income and good standing academically.

The Assistant Dean of Students posts notices from outside organizations outlining off-campus employment opportunities during the academic year and summer. The College can assume no responsibility for working conditions or remuneration.



Procedure for Applying for Financial Aid

Students in need of financial aid presently enrolled at Towson State College should:

1. Consult with the Assistant Dean of Students, Stephens Hall, Room 109, to determine the type of aid most appropriate.
2. Complete an application blank (on file in the Office of the Assistant Dean or the College Business Office).
3. Submit an application blank to the Assistant Dean of Students.
4. Be interviewed by a member of the Committee by May 1 and December 15 for the semester following.

Students in need of financial aid applying for entrance to Towson State College should:

1. Consult with the guidance counselor or personnel officer in the institution which the student currently attends.
2. Write to the Assistant Dean of Students at Towson State College for information and an application if the student wishes to apply for financial aid under college auspices.
3. File the application with the Assistant Dean of Students.
4. Arrange to be interviewed by a member of the Committee on Financial Aid.
5. Receive notice of Committee action by February 1 or July 15.

Deadline for Applications

The deadlines for applying for financial aid by presently enrolled students and entering students are:

- a. Loans. NDEA, April 15 and Dec. 1 for the semester following. All other loans have no deadline.
- b. Scholarships: April 15 for the following academic year.
- c. Part-time employment: no deadline, but applications should be filed by June 1 for the following academic year.

TRAFFIC REGULATIONS

Students who operate vehicles in the Towson area must register these vehicles with the Business Office at the time of course registration. The operation of vehicles on the Towson campus and the use of campus parking facilities are privileges extended to eligible student personnel. Detailed traffic and parking regulations are issued in the *Gold and White* and must be adhered to in order to avoid fines and other disciplinary action.



ADVISEMENT

Freshmen

After admission and prior to entrance, freshmen come to the campus to consult with counselors concerning the selection of appropriate courses. They register and begin college orientation.

During the fall semester, senior students serve as personal and academic counselors to freshmen. Personal interviews, group meetings, and laboratory experiences are provided to promote self-orientation and to help freshmen explore interests and abilities of professional significance. This program of personal and professional orientation is organized and administered as a regular part of the college curriculum.

On the first Sunday of the fall semester, parents of all freshmen students are invited to spend an afternoon at the College. This occasion provides an opportunity for parents to tour the campus and to meet other parents, students, and some faculty members.

Upperclassmen

During the freshman year, each student selects a faculty member who will serve as his adviser for the remaining years the student is in college. Students should request an adviser in the area of their primary academic interest, if they wish to qualify for a major in that department. The relationship between student and adviser provides the student with an understanding adult with whom he may discuss his personal, professional and educational problems and consider his special needs. When such assistance seems desirable, students are encouraged to consult instructors, the deans, college counselors, and the part-time psychiatrists.

PLACEMENT

Under the direction of the Assistant Dean of Students, a career planning and placement service for students is developing. This service also includes aid to those students transferring to other institutions at the completion of their pre-professional programs.

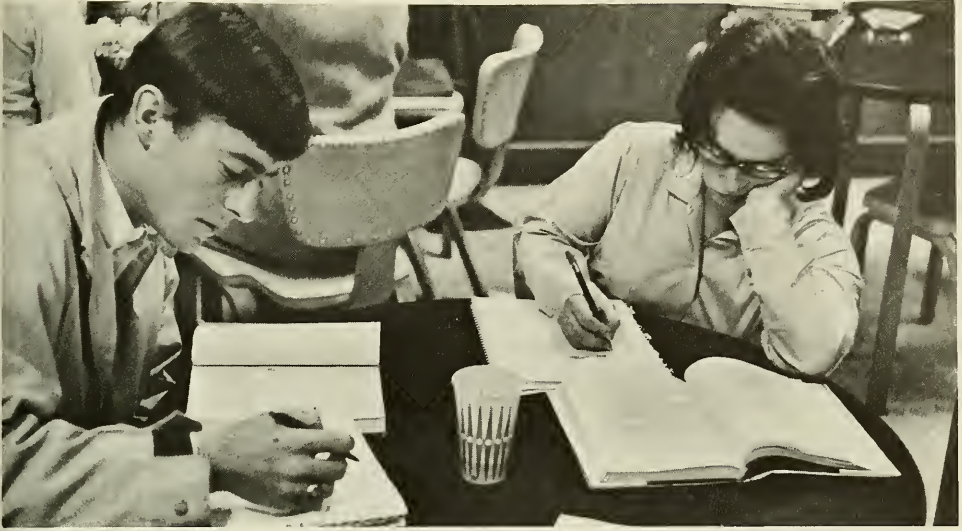
The supervisors of teacher education students furnish the seniors with whom they work information concerning placement in city or county schools. The Chairman of the Education Department helps to coordinate the requests from superintendents of schools for candidates at the various teaching levels. From the Registrar's Office are sent out complete records of each graduate, including a summary of his progress in the college and a full report of his student teaching. Each fall the College sponsors a Senior Placement Day. Teacher education students are given an opportunity to confer with representatives of the various Maryland school systems and arts and science students with representatives from industry.

GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS

Every effort is made to inform interested students of graduate fellowships and assistantships and to assist students in making application for such grants. Literature for grants is available in the Office of the Dean of Students.

PUBLIC LAW RECIPIENTS

Students are entitled to financial assistance if they are under the Vocational Rehabilitation Program of the State, if they are under the program offered through the Veterans Administration, the War Orphans Program offered by the State of Maryland, and/or if they are offspring of deceased parents who were covered by social security. Eligible students should report the fact immediately to the Business Office of the College. Further information is available in the Office of the Dean of Students.



SELECTIVE SERVICE

High school senior men should consult their counselors for information on eligibility for student deferment. Male students should complete SS Form 109, Selective Service System Student Certificate, immediately following registration each fall and file it at the Registrar's Office. The Registrar's Office is required to send this certificate to the student's Selective Service Board each September certifying that the student is enrolled. The Registrar's Office must notify the local board whenever a student is no longer enrolled.

STUDENT ORGANIZATIONS

Extracurricular activities are provided for the many and varied interests of Towson students. Out-of-class activities are recognized as worthwhile complements and supplements to a college education, and students are encouraged to participate.

Student Governing Organizations

The *Student Government Association* is the student governmental body authorized by the administration of the college. Upon enrollment in Towson each student automatically becomes a member of the SGA. The organization is composed of an executive committee, a student senate comprised of elected representatives of each campus extracurricular organization, and a judicial board consisting jointly of students and faculty.

The SGA operates on a budget from the required student activity fee and has fiscal autonomy. To promote the objectives outlined in its constitution, the SGA maintains subcommittees ranging in scope from national and international affairs to local social events. Committee membership is open to all interested students.

Each College organization must secure the approval of the Student Government Association before it may function on the campus. Once an organization's constitution is approved, that club is eligible for financial subsidy from the SGA.

The Men's and Women's Residence Councils, with the cooperation of all residence students, are responsible for establishing and maintaining standards of group living and for promoting the social program of the residence halls. The Resident Director and her assistants cooperate with these groups.

The College Centre Board sets the policies governing the College Centre, promotes student friendliness, social life, and general college spirit, and adds to the educational and cultural atmosphere of the College through the use of facilities provided, whenever such use may contribute to the convenience of students, faculty and their friends.

Service Organizations

The Student Orientation Council is an organization whose purpose is to aid new students in becoming acquainted with college life. The orientation program during the first week at college is especially designed by the SOC and the faculty to answer all questions that arise from students concerning clubs and organizations, social functions, or academic matters, and to present a comprehensive view of life at Towson.

The Circle K Club is sponsored jointly by the Towson Kiwanis Club and the College. It is a men's organization founded on the principles of Kiwanis International and dedicated to service to the College and its community.

The Hostess Club serves the college on special occasions and on request. Monthly programs are devoted to aiding the members in becoming better hostesses.

Religious Organizations

The Inter-Faith Council is composed of the president and a representative from each religious organization on campus. This group is responsible for the coordination of religious activities at Towson.

The YM-YWCA, an inter-denominational club, is the oldest religious organization on campus and offers an opportunity to explore the meaning of the Christian faith and its insights into problems college students face. The activities consist of vespers, Bible study, discussion groups, picnics, square dances, and special parties.

The Inter-Varsity Christian Fellowship aims to strengthen the spiritual lives of its members by the study of the Holy Scripture.

All members of the student body are invited to join these organizations.

The College encourages students to attend services in the churches of their choice and makes it possible for them to meet the local clergymen.

The Denominational Clubs are:

Baptist Student Union

Canterbury Club, for Episcopal students

Christian Science Organization

Jewish Students Association

Lutheran Student Association

Newman Club, for Catholic students

United Campus Christian Fellowship, for Presbyterian, Disciples of Christ, Evangelical United Brethren and United Church of Christ students

Wesleyan Fellowship, for Methodist students





Music Organizations

The Music Department sponsors a number of professional groups for which college credit is given. For those interested in choral music, there are the Men's Glee Club, Women's Glee Club, the Concert Choir, and the Towson College-Community Chorus. For those interested in instrumental music, there are three performing instrumental ensembles and the College Band. There are also the following informal music groups:

The Dance Band studies dance band literature and performs at college functions including concerts and dances.

The Notables are a small, mixed vocal group devoted to the performance of quality popular music.

The String Quartet is an organization devoted to the performance of string music literature.

Dramatic Organizations

The Glen Players, the college dramatic organization, offers an opportunity for those interested in all phases of dramatic production to display their talents. Actors, those preferring backstage work, and those interested in theatre in general are encouraged to participate in the activities of the group.

The types of productions presented range from Greek drama to contemporary musicals and incorporate many aspects of dramatic talent.

Special Interest Organizations

Association for Early Childhood Education
Cheerleaders
Civil Defense Organization
Debate Council
Interaction Club
The International Relations Club
Judo Club
Kings Men, Chess Club
Le Cercle Francais
Math Set
Modern Dance Club
Music Educators National Conference
Naturalists
Photography Club
Physical Education Majors Club
Pool Club
Psychology Club
Spanish Club
Speech and Hearing Club
Student Education Association
Varsity T Club
Young Democrats
Young Republicans

Athletic Activities

Every student enrolled at Towson is a member of either the Men's Intramural Activities Association or the Women's Athletic Association. The College is a member of the Mason-Dixon Conference. The men's competitive teams include basketball, soccer, baseball, wrestling, track, tennis, lacrosse and cross country. There are also opportunities for participation in intramural activities. Trophies are awarded yearly at a men's athletic banquet. Under the Women's Athletic Association, an elective system is organized to give every woman student an opportunity to engage in the sports which she enjoys. Among the offerings are: hockey, soccer, tennis, archery, basketball, badminton, lacrosse, bowling, volleyball, softball and swimming (also open to men students). With completion of each activity a student receives ten points and, when enough points are accumulated, awards are presented. Besides the above activities, events with other colleges and intramural events are sponsored.

Publications

The Talisman is published under the auspices of the Student Government Association. Its purpose is to foster an interest in creative writing and to give an outlet to those students with creative ability.

The Tower Light is the weekly official student newspaper of the College, by the authority of the Student Government Association.

Tower Echoes is the yearbook sponsored by the Student Government Association.

National Honor Societies

Alpha Psi Omega is a national honorary dramatic fraternity, the purpose of which is to further and maintain interest in drama. Admission to the fraternity is by invitation and is based upon participation in the various phases of dramatic activity at Towson. The fraternity offers scholarships to deserving Towsonites to receive further study in some phase of dramatics.

Gamma Theta Upsilon's Beta Delta Chapter is a national honorary geography fraternity. The members further their knowledge of geography through field trips, slide lectures, speakers and papers presented by members.

Kappa Delta Pi's Epsilon Alpha Chapter is a national honor society in education. The purpose of the Epsilon Alpha Chapter is to provide a full agenda of educational discussions, guest speakers, and services to the College and State.

Phi Alpha Theta's Theta Beta Chapter is a national honorary history fraternity. Students with better than a 3.00 average in history and a general average of 3.00 are invited to membership.

Pi Kappa Delta is a national honorary fraternity for intercollegiate debaters and orators. Its purpose is to promote scholarship and increased proficiency in the use of the spoken word. Membership is open, by invitation, to students participating in intercollegiate forensics.



ACADEMIC REGULATIONS

REGISTRATION

Each student is assigned a time to register. Students will receive credit only for those courses that appear on the official registration. Students are not permitted to attend classes without having completed registration and a fee is assessed for registering after the time assigned. In addition to payment of the late fee, students who register later than one week after the first day of classes must secure permission to register from the Academic Standards Committee. Students are expected to discharge all financial obligations to the institution before being permitted to register.

TRANSFER CREDIT

Credit is accepted for a course completed at any accredited college or university if it is equivalent to a course taught at Towson State College or acceptable as an elective and if the final mark is "C" or higher. This credit will count toward graduation but will not be used in computing the academic average required for graduation.

CREDIT HOURS

The unit of credit is the semester hour. It is defined as one 50-minute class per week (or its equivalent) for one semester. A three-hour class meets three 50-minute periods or two 75-minute periods a week for one semester. Laboratory and studio classes normally require two or three hours in class as the equivalent of one semester hour. Two hours of preparation is usually necessary for each hour in class for the average student.

PROGRAM TRANSFER

Students in good standing in either the teacher education or the arts and sciences program may transfer to the other program by filing a request form with the Registrar, as Secretary to the Academic Standards Committee. Upon approval of the Academic Standards Committee, the transfer will be effective for the semester following the one in which the request is made.

Those wishing to transfer to the arts and sciences program will be obligated in the amount of one hundred dollars for each semester of work completed in the teacher education program if the teaching pledge was signed in lieu of tuition payment.

EXEMPTION FROM REQUIRED COURSES

Believing that students should not be required to devote time to courses the substances of which they have mastered, the college provides opportunity to qualify for exemption from required courses. Towson students may apply through the Dean of the College to be examined for exemption, without credit, from courses required of all students and those required in a major field. The department concerned and the college Director of Research and Testing cooperate in the evaluation. When exempted, the student is privileged to choose an elective in any department or an advanced course in the same department. Required courses in the following fields are at present involved in this plan: English, health and physical education, mathematics, music, social science, and speech.

STUDENT LOAD

The normal student load is 15-17 semester hours of credit each semester. However, students wishing to take more or less than the normal load may obtain the request form at the Registrar's Office. Any student with a 2.00 average may register for 18 hours without special permission. A student may take 12 hours without special permission.

AUDITING COURSES

A student may audit a course with the permission of the instructor of the course. No credit may be earned in a course which is audited, and an auditor is not to take examinations and will receive the grade of "AU" Audit.

CHANGE OF COURSE OR SCHEDULE

No change of course (adding or dropping a course or a change in sections or credits) at any time is valid unless the student completes the change of course card and files it with the Registrar. Failure to do so will result in a grade of FIW (Failure Irregular Withdrawal) in the course dropped and no credit in the course added.

No student may enter a class after the first week of classes. Exceptions to this will be considered only after approval of the instructor, the department chairman of the course involved and the Dean of the College.

During the first four weeks of full semester courses or the first fourth of a course of less than a semester in length, a student may withdraw from a course with a grade of "W". During this period a student may, by going through the approved procedure, change from credit to audit status. After this period a course dropped will be graded as follows:

W, Withdrawal — withdrawal *while passing* with approval by Dean of Students because of exceptional circumstances.

WF, Withdrawal Failure — withdrawal *while failing* or for official withdrawal without approval because of exceptional circumstances.

FIW, Failure Irregular Withdrawal — failure to withdraw officially.

CLASSIFICATION OF STUDENTS

Students are classified according to the number of semester hours passed as follows: freshmen, 0-30 semester hours; sophomores, 30 to 60 semester hours; juniors, 60 to 90 semester hours; seniors, 90 semester hours or above.

MARKING AND POINT SYSTEM

A four-point system is used to indicate quality of academic work. The letter "A" designates work of superior quality; "B", work of good quality; "C", work of satisfactory quality; "D", work of less than satisfactory quality but allowable for credit, subject to the restrictions specified under Degree Requirements; "F", work of such unsatisfactory quality that no credit is given. The mark of "S" (Satisfactory) or "U" (Unsatisfactory) is given for non-credit courses or student teaching.

A mark of "I", (incomplete because of illness or other reason beyond control of student) at the end of a semester carries no credit. Unless such a course is satisfactorily completed by the end of the next regular semester the grade for the course becomes "F". It is the responsibility of the student to make arrangements to complete course requirements.

In computation of grade point averages the following quality point values are used:

A — 4	quality points
B — 3	quality points
C — 2	quality points
D — 1	quality point
F, WF, FIW — 0	quality points

Grades of "I", "W", "S", and "U", are not used in computation of averages.

The grade-point average is computed by multiplying the hours of credit in a course by the points assigned to the grade earned in the course. Totaling the credit hours points for all courses taken in the semester, and dividing the

total number of points by the total number of hours of credit yields the grade-point average for the semester. For example:

4 hours of A	(4 points each).....	16 points
4 hours of B	(3 points each).....	12 points
3 hours of C	(2 points each).....	6 points
3 hours of D	(1 point each)	3 points
<u>2 hours of F</u>	<u>(0 points each).....</u>	<u>0 points</u>
16 Total hours		37 Total points

Dividing 37 by 16, the student's grade-point average for this semester is found to be 2.31.

The student's cumulative grade-point average is found by dividing the total points earned in all courses completed at Towson by the total number of credit hours attempted at Towson. For example: a junior has attempted 76 credit hours and has earned a total of 190 points. His cumulative grade-point average is 2.50.

A cumulative grade-point of at least 2.00 is required for graduation.



STANDARDS OF WORK REQUIRED

The student's cumulative average is considered the numerical expression of his academic proficiency. Therefore, a student is placed on academic probation if his cumulative average falls below that required for his standing as listed below:

At the end of the first semester of the freshman year: 1.75; at the end of the second semester of the freshman year: 1.85; at the end of the first semester of the sophomore year: 1.95; at the end of the sophomore year: 2.00. Only in exceptional cases will a student be permitted to enter the senior year with less than a 2.00 cumulative average.

A student who has an average of below 2.00 is not achieving an acceptable level of academic work. Academic probation indicates that the Committee on Academic Standards is doubtful as to the student's probable academic success. The complete academic record of each student on probation is reviewed by the Committee of Academic Standards at the close of each semester. A student on probation is placed in good academic standing when his cumulative grade-point average is above 2.00. A student on academic probation may be academically dismissed at the end of the semester unless a substantial improvement in his grade-point average is attained. A student who has a record of repeated poor scholarship may be academically dismissed whether or not he was on academic probation during the semester under review.

A student who has been academically dismissed from Towson State College and applies for readmission, may not submit for credit more than a total of 12 semester hours earned either in Towson State College Summer and Evening Programs or in other approved institutions. In order to apply for readmission, a year must elapse from the date of dismissal until the date of his return to college.

Failure in a course usually delays graduation from the college. Students who fail a required course at Towson State College must make up this failure at Towson. Transfer credit will not be accepted to make up this requirement. As a rule a student may not repeat a course more than once.

The personal development of each student is considered. The College may exercise its right to ask a student to withdraw at any time.

Entering students who are defective in speech are referred to the Speech Department for testing and may be required to take a course in Corrective Speech.

Freshmen are required to take a course in Fundamentals of Public Speaking. A student may obtain exemption from this course by passing an oral and written examination given by the Speech and Drama Department. Permission

to take this examination must be obtained from the Chairman of the Department. Students who are deficient in speech at any time after taking Speech 100, Fundamentals of Public Speaking, are required to satisfy the requirements of Speech 090, Corrective Speech, before being recommended for graduation.

DEGREE REQUIREMENTS

Bachelor of Arts Degree

Those wishing to qualify for a Bachelor of Arts degree may do so by fulfilling the requirements for the Bachelor of Science degree and by completing the intermediate course or the equivalent of a modern foreign language.

Bachelor of Science Degree

A student who satisfactorily meets the following requirements will receive the Bachelor of Science degree.

1. College credit of one hundred twenty-eight semester hours.
2. Credit in the courses required of all students.
3. Credit in the required courses of the curriculum he has elected.
4. Successfully complete a major except for those in Early Childhood or Elementary Education. With prior approval of the Standards Committee, a student may substitute an interdisciplinary program designed to meet his particular objectives.

A mark of "C" or higher is required for credit in every course applied toward a major or minor. If this standard is not attained, the student must repeat the course or substitute another course in the field at the direction of the department.

5. A cumulative average of at least 2.00.
6. Fulfillment of the speech requirement.*
7. Certification of physical fitness by the college physician.
8. Record of attendance at the college for at least one college year during which thirty semester hours of credit were earned. A student is expected to earn his final thirty credits at the College unless he receives special permission to the contrary.
9. Demonstration of personal qualities which are expected of an educated person.
10. A record of having taken the required sophomore and senior examinations or their approved equivalents.
11. File with the Registrar an Application for Graduation by the beginning of last term in attendance.

GENERAL COURSE REQUIREMENTS OF ALL STUDENTS

The requirements of the Bachelor of Arts degree include those listed below plus 12 hours or the equivalent in one foreign language.

ART

Art 203	Art in the Culture	2 credits
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ENGLISH

Engl 102-103	Composition and Introduction to Literature	6 credits
Engl 204-205	English Literature	6 credits

HEALTH EDUCATION

Heal 205	Health Education	2 credits
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MATHEMATICS

Math 111 or the Equivalent	College Algebra, (Science and Mathematics Majors)	
Math 201	Elements of Mathematics (Arts and Science, Secondary Education, except Science and Mathematics Majors)	
Math 204	Fundamental Concepts of Arithmetic (Early Childhood, Elementary Education)	3 credits

MUSIC

Musc 103	Introduction to Music Literature	2 credits
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PHYSICAL EDUCATION

PhEd 101-102	Physical Education	2 credits
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SCIENCE

Biol 103	Biological Science	4 credits
PhSc 200	Physical Science	4 credits
	Additional Science Elective	4 credits

PSYCHOLOGY

Psyc 101	General Psychology	3 credits
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SOCIAL SCIENCE

Hist 121-122	History of Western Civilization or	
Hist 221-222	History of the United States, plus six hours additional social science credit	12 credits

SPEECH

Spch 100	Fundamentals of Public Speaking	2 credits
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NON-DEPARTMENTAL COURSE

Orie 090	Orientation to the College	0 credits
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Total..... 52 credits

SENIOR EXAMINATIONS

Seniors are required to participate in the Senior Testing Program. Testing is scheduled once each year during the spring semester. Students eligible for testing are those who expect to complete graduation requirements in spring or summer of the test year or by the end of the first semester of the following academic year.

ATTENDANCE

Students are expected to attend all classes. Each faculty member sets his own policy on absences. Policies vary and it is the responsibility of the student to understand clearly the absence policy of each instructor and to act accordingly. Students are expected to notify the Dean of Students by phone or in writing of any absence exceeding three days.

LENGTH OF ATTENDANCE

Only in unusual cases may a student remain in the College for longer than eight semesters. Any requests for deviation from this plan must be submitted to the secretary of the Committee on Academic Standards.

WITHDRAWALS

A student wishing to withdraw from college is to obtain a withdrawal card from the Office of the Dean of Students. Before the withdrawal is official, the student must submit the completed withdrawal card to the Office of the Registrar. The student will be marked according to grading policies if the withdrawal occurs during a semester.

TRANSCRIPTS OF ACADEMIC RECORD

The student is entitled to one transcript without charge. One dollar will be charged for each subsequent transcript. Transcripts will be sent only upon written request of the student. Transcript request forms may be obtained at the Office of the Registrar.

Transcripts sent to the Maryland State Board of Education or the Baltimore City Board of Education for certification will be sent free of charge.

Official transcripts are not released directly to the student or graduate. Transcripts marked "unofficial" will be sent to the student upon request, and will be subject to regular charges. At the time of graduation each student is given a transcript marked "unofficial."

A student with an outstanding indebtedness to the institution will not be eligible for transcripts of record.

THE COLLEGE HONORS PLAN

The honors plan of the College is designed to encourage and reward superior scholarship. It offers to able students the opportunity to enrich their academic experiences and to pursue their academic interests in a way different from the normal sequence of courses in the college curriculum. Because of individual student differences and because the College seeks to encourage independence and maturity, students meeting certain requirements are free to seek enrichment of, or acceleration and concentration in, their academic programs in some areas while pursuing a normal sequence of courses in other academic fields. Upon successful completion of their honors work, students will receive their degrees with honors.

The Honors Plan for Freshmen and Sophomores

The honors plan for freshmen and sophomores provides for enrichment of the students' experiences through special honors sections in required courses on the 100, 200, and 300 levels. Students are invited to enter these sections on the basis of their high school records, relevant tests, college performance and the recommendation of high school and college faculty. Selection of students eligible for honors sections is made under the direction of the Dean of the College in consultation with the departments concerned.

The honors plan for freshmen and sophomores also provides for enrichment and acceleration through waiving certain required courses. Students who demonstrate their competence in required courses by means of proficiency examinations given by the departments concerned or by the College Entrance Examination Board will be permitted to follow either of two paths. They may enrich their academic experiences by enrolling in courses in fields other than those of the waived courses, or they may accelerate their academic program by enrolling in advanced courses of which prerequisites are the required courses which were waived.

Entering freshmen wishing to obtain waiver of courses for the honors plan may arrange to take Advanced Placement Tests of the College Entrance Examination Board in fields in which they feel qualified. Arrangements to take these examinations in May of the high school senior year may be made through the school counselor or through the College Entrance Examination Board P. O. Box 592, Princeton, New Jersey.

The Honors Plan for Juniors and Seniors

The honors plan for juniors and seniors is primarily designed for enrichment of the students' academic experiences, and it may be pursued in either of two ways.

Students who wish to broaden their knowledge and understanding in more than one subject may enroll for seminars or independent study on the 400 level or above in any discipline irrespective of their major. Admission to this aspect of the honors plan is dependent upon fulfilling prerequisites for enrollment in the courses desired.

Students who wish to deepen their knowledge and understanding in a specific way may enroll in the honors programs conducted by individual departments. Departmental honors programs are arranged by each department according to the discipline involved, but in general they consist of independent study, and seminars and research work under the guidance of a department faculty. Requirements for admission to departmental honors programs are established by the individual departments. Students should consult department chairmen about these requirements.

Graduation with Honors

To receive a bachelor's degree with honors, a student must have completed the last 60 semester hours at Towson State College with the following cumulative grade point average at Towson State College:

3.75 to 4.00	Summa Cum Laude
3.50 to 3.74	Magna Cum Laude
3.25 to 3.49	Cum Laude

Transfer students must have, in addition, a 3.25 or better average at institutions previously attended.

To receive a bachelor's degree with honors in a discipline, a student must have completed a departmental honors program and be recommended for honors by that department.

THE COLLEGE CURRICULA

The college offers two undergraduate programs at the present time, arts and sciences and teacher education.

THE ARTS AND SCIENCES PROGRAM

The arts and sciences program at Towson offers opportunities of higher education to those who are interested in obtaining a broad, liberal education. Students in the arts and sciences program may pursue courses leading to further preparation for a variety of careers. In some professions, such as law and medicine, it is usually advisable to complete a four-year liberal arts course before beginning professional study. In others, students should plan to transfer to a professional school after one or two years, unless the professional school's admission plan permits a longer period of professional study.

Those who decide it is appropriate to enter professional study should study carefully the catalogue of the institution which they wish to attend in order that they may select the Towson courses required for admission to the professional program. The following program of study is suggested for the freshman year:

			Hours
Psyc	090	Orientation	0
Art	203	Art in the Culture.....	2
Engl	102-103	English Composition and Literature.....	6
Musc	103	Introduction to Music Literature.....	2
Phed	101-102	Physical Education	2
Biol	103	Fundamentals of Biology.....	4
Hist	121-122	History of Western Civilization.....	6
Hist	221-222	or History of the United States.....	6
Spch	100	Fundamentals of Public Speaking.....	2

A foreign language should be elected by those wishing to earn a Bachelor of Arts rather than a Bachelor of Science degree.

The following paragraphs outline how the liberal arts curriculum can provide basic preparation for several professions or vocational fields. Students may obtain further information from their advisers and from the chairman of the department in which the major or most of the preparatory study is to be taken.

Students who look forward to graduate work should make early selection of the school they hope to enter in order that they may meet the entrance requirements of the chosen institution. Current catalogues of graduate and professional schools are on file in the Admissions Office. The Dean of Students has additional data on opportunities for advanced study, including available fellowships and scholarships.

Business

A four-year course in business administration is offered to the individual who is interested in a business career or who wants a business background for admission to a graduate or professional school.

College Teaching

The future college professor should build a strong undergraduate major in his chosen field and prepare for graduate study leading eventually to the Doctor of Philosophy degree. Inquiry should be made at several graduate schools with a view to meeting their entrance requirements. Preparation for reading proficiency in French or German should be begun as soon as possible in the undergraduate program.

Students interested in education as their teaching discipline should enter the teacher education program and acquire experience in public school teaching before entering graduate school. Such students may ultimately acquire the Doctor of Philosophy in Education or the Doctor of Education degree.

Foreign Service

A student considering a career in the Foreign Service of the Department of State, or other overseas programs should plan a curriculum emphasizing a good general education, with particular attention to the use of the English language with skill and fluency, to a foundation in economics, geography, government and modern history, and to reading with comprehension and conversing with intelligibility in at least one modern foreign language of general utility. The Department of State now requires of all candidates both a written and oral examination in French, German, or Spanish. Mastery of additional foreign languages enhances a candidate's value to the Service.



Forestry

Broadly educated men, interested in outdoor life and possessing a strong background in the biological sciences, particularly botany, are desired by the university schools of forestry. One year of pre-forestry study, planned with the aid of a biologist and in accordance with requirements of the forestry school to which application is being made, may be taken at Towson.

Journalism

A desirable undergraduate preparation for a journalistic career consists of a broad program of arts and sciences with a major in English, history, or social sciences. Courses should be elected in several departments to supplement those required of all students. Specific acquaintance with newspaper writing and editing should be gained through the basic course in news writing and from service on the staffs of the college publications.

Law

Students planning to apply for admission to a college of law should make an excellent academic record in a wide variety of liberal arts work. Their objectives should be ability in thinking, writing, speaking, understanding of people, and broad knowledge of United States political and economic life, Anglo-American constitutional history, and of literature, sociology, and philosophy. Admission to a law school is sometimes granted superior students after two or three years of undergraduate work, but a college degree is usually required for admission.

Library Work

Prospective librarians should plan for a four-year program of arts and sciences followed by a one-year graduate course in a school accredited by the American Library Association. A good undergraduate record and a reading knowledge of at least one foreign language are customary requirements for admission to a degree program in library science. Prospective librarians may prepare for positions in which they would work primarily in the subject matter area of their special interest. At present there are more positions for school and college librarians than qualified candidates.

Medicine and Dentistry

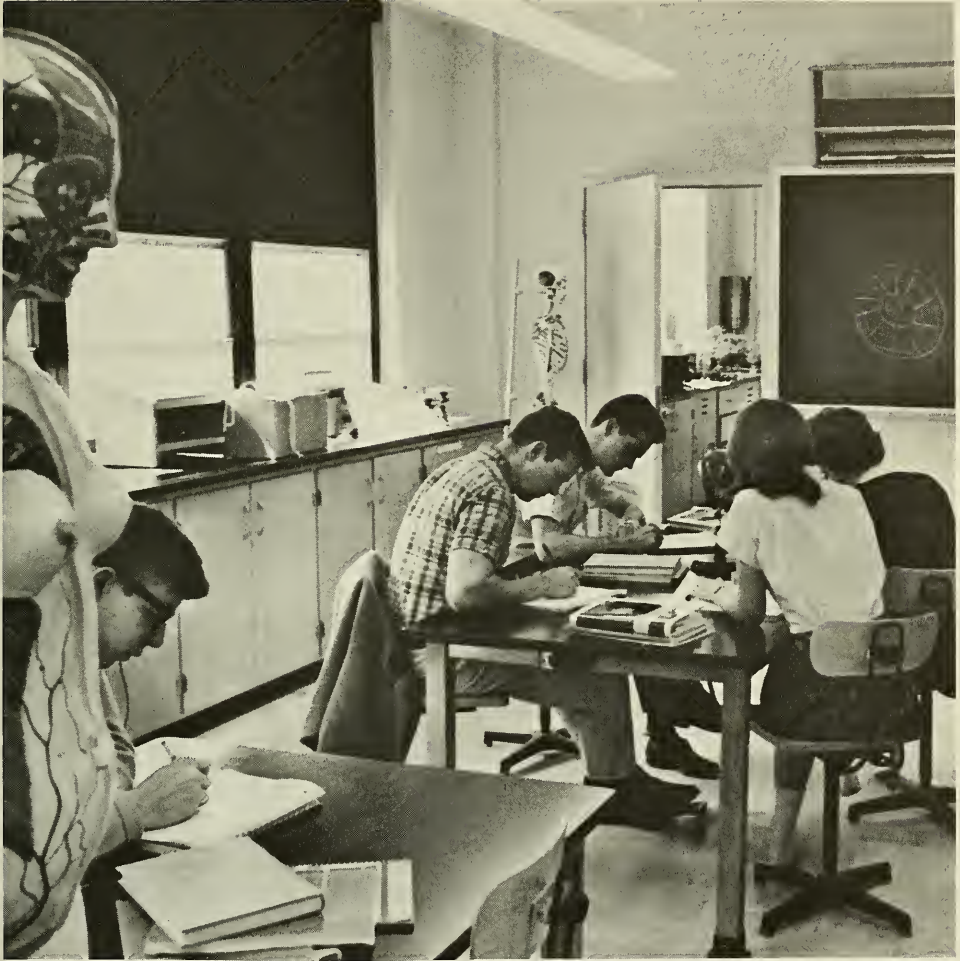
A student expecting to graduate from Towson State College before entering professional school can meet the general admission requirements of a number of medical and dental schools by completing a major in biology plus two years of chemistry, and one year of English, mathematics, physics, and French or German. Electives may be chosen in health education, social sciences, English, and fine arts. The student who expects to transfer to a medical or dental professional school after three years at Towson is advised to consult the catalogue of the school to which he expects to apply to make sure that he meets the entrance requirements of that school. The following pre-professional course pattern is suggested for consideration along with the requirements of the professional school to be attended:

First Year			Second Year		
		Hours			Hours
Orie 090	Orientation	0	Engl 204-205	English Literature	6
Engl 102-103	Composition & Literature ..	6		Modern Language	6
Biol 103	Fundamentals of Biology ...	4	Phys 211-212	General Physics	8
Biol 214	Functional Anatomy of		Chem 218-219	Organic Chemistry	10
	Vertebrate	4		*Electives	2 to 6
Chem 206-207	General Chemistry	8		Total	32 to 36
	Modern Language	6			
	*Electives	2 to 6			
	Total	32 to 36			

Ministry

In addition to complete devotion to his vocation, the prospective minister, priest, or rabbi should process or acquire academic ability, sympathy for and skill in working with people, facility in writing and speaking, and broad knowledge in several fields. As a college student he should be active in his church or synagogue and in a campus religious organization. A four-year course in arts and sciences is required for admission by most theological schools. Most of the eight or more years of study for the Roman Catholic priesthood takes place in a seminary. More information may be sought from the student's minister, priest, or rabbi.

* Electives chosen from such courses as College Algebra; History of Western Civilization; Introduction to Sociology; Government of the U.S.; Health Educ.; Public Speaking; Modern Lang.; Art in the Culture; Music Appreciation; General Psych.



Nursing and Medical Technology

Similar liberal arts work is recommended as preparation for professional study in these two fields, particularly if the individual is interested in the additional vocational opportunities available to those earning a B.A. or B.S. degree. A major in biology is suggested for those planning to earn a college degree.

For those taking pre-professional work prior to studying medical technology, a three-year course is the recommended minimum. This is followed by twelve months of clinical training in a hospital.

Prospective nurses interested in a college degree may take a two-year prenursing program at Towson. The following pre-professional course pattern is suggested for consideration along with the requirements of the professional school to be attended:

First Year				Second Year			
			Hours				Hours
Orie	090	Orientation	0	Engl	204-205	English Literature	6
Engl	102-103	Composition & Literature ..	6	Phed	201-202	Physical Education	2
Phed	101-102	Physical Education	2	Chem	206-207	General Chemistry	8
Biol	103	Fundamentals of Biology ...	4	Hist	121-122	Western Civilization	
Biol	214	Functional Anatomy of Vertebrates or Microbiology	4	or	221-222	U. S. History	6
Soci	201	Introduction to Sociology ..	3	Spch	218	Advanced Public Speaking ..	3
		Public Speaking	2			*Electives	7 to 9
		*Electives	11 to 13			Total	32 to 34
		Total	32 to 34				

Personnel Work

Personnel work in educational institutions and psychological testing positions may sometimes be entered directly from college, but a graduate degree is usually required. Personnel work is a field in which work experience is important, particularly in industry and business, and one in which there is keen competition for starting positions. In addition to the general college requirements, the following suggestions are made: a major or minor in psychology, courses from the following areas: sociology, economics, and political science.

Pharmacy

Although a four-year college course is desirable as background for admission to a pharmacy school, two years of college is usually sufficient. Basic requirement of a typical pharmacy school would be met by a Towson student completing two years of work as outlined in the pattern that follows:

First Year				Second Year			
			Hours				Hours
Orie	090	Orientation	0	Engl	204-205	English Literature	6
Engl	102-103	Composition & Literature ..	6	Phys	211-212	General Physics	8
Math	111	College Algebra	3	Chem	216	Quantitative Analysis	4
Math	112	Trigonometry	3	Econ	202	Economic Principles & Problems	3
Math	113	Analytical Geometry	3	Hist	221-222	History of the United States	6
Phed	101-102	Physical Education	2	PoSc	206	Government of the United States	3
Biol	103	Fundamentals of Biology ...	4			*Electives	2 to 6
Biol	204	General Botany	4			Total	32 to 36
Biol	206-207	General Chemistry	8				
		*Electives	0 to 3				
		Total	33 to 36				

* Electives chosen from such courses as College Algebra; History of Western Civilization; Introduction to Sociology; Government of the U.S.; Health Educ.; Public Speaking; Modern Lang.; Art in the Culture; Music Appreciation; General Psych.

Physical Therapy

The minimum requirements for admission into an approved school of physical therapy is sixty credit hours of college work, including eight credit hours in biology or zoology, six credit hours in physics and/or chemistry, and six hours in psychology. A list of approved schools and their admission requirements may be obtained from The American Physical Therapy Association, 1790 Broadway, New York 19, New York.

Public Administration

A student expecting to enter some field of public service (such as federal, state or local governmental organizations as administrators) should choose a major in the social science area suited to his objectives. Courses in political science, economics, sociology, psychology and business administration are recommended.

Social Work

Although social welfare agencies employ many individuals who have a four-year college education, leaders in the field consider two years of graduate education desirable. Undergraduate courses suggested include economics, political science, history, psychology, sociology, statistics, biological sciences, English composition, public speaking, and news writing. Volunteer service with youth serving organizations and summer employment in social agencies are recommended for the college student interested in this vocation.



THE TEACHER EDUCATION PROGRAM

Towson has been preparing teachers for the public schools of Maryland for more than one hundred years. Out of this long experience have come the present three programs for teachers, directed toward three grade-levels; early childhood education (pre-school through the third grade), elementary (first through sixth grades), and secondary (seventh through twelfth grades).

Professional education courses, comprising about twenty percent of the four years' work, consist of approximately two-thirds classwork at the College and one-third laboratory experiences, including student teaching in the classrooms of public school systems. Prior experience with children is strongly recommended for those seeking admission to student teaching.

Approximately forty percent of the college program is given over to studies of a general nature — in the humanities, the social sciences, and the natural sciences — providing a well-rounded college education. Certain basic courses are required, assuring foundations in all broad areas of knowledge; but even among these there are frequent choices, and beyond them is the opportunity for electives that make possible the pursuit of special interests.

The balance of the four years' work, approximately forty percent, is given over to electives which permit the student to develop competency in the field in which he will eventually teach or to pursue his special interests.

In general a student with a minimum of a 2.0 cumulative average is eligible to enter student teaching when (a) he has completed the required freshman and sophomore courses; and (b) he has completed all professional prerequisites. He must in addition have the approval of the Director of Laboratory Experiences to enter and remain in the student teaching program.

The teacher education program may lead directly to positions such as: nursery and kindergarten teaching, primary grade teaching, upper elementary teaching, junior and senior high school teaching, college teaching, special education teaching, guidance work in schools, and librarianships in schools and public libraries.

With experience and additional training, graduates of the teacher education program may become administrators such as supervisors, principals, and superintendents.

Other vocations and areas of work in which teacher education graduates enter include: social work, religious education (including the ministry of education and the ministry of music), personnel work, recreation work, educational TV, audio-visual education in the schools and in business and industry; industrial education, programmed instruction in business and industry as well as in the schools, the field of testing in education and in business and industry, and educational positions in governmental agencies.

Required courses for each area and suggested course sequences are listed under each area in the Education Department course descriptions.

Teaching Certificates

Each graduate of a teacher education program at Towson will be qualified for Maryland certification at the early childhood education, elementary, or high school level. Early childhood education graduates may teach nursery school, kindergarten, and grades one, two, and three. Elementary education graduates may teach grades one through six and they may teach an academic subject in grades seven, eight, or nine, provided they meet the content requirements for a secondary school certificate in this subject. Secondary school graduates may teach in grades seven through twelve, and grades six when departmentalized. The Standard Professional Certificate is issued for three years at graduation and is renewable for seven years upon completion of six semester hours of graduate or advanced undergraduate courses.

The Towson graduate program affords opportunity to qualify for the Advanced Professional Certificate. Thereafter a master's degree or "equivalent" is required for the Advanced Professional Certificate. Certification to teach in Baltimore City is based in part upon the passing of a professional examination.

General College Requirements for Bachelor's Degrees

All degree curricula of the College are based upon a fundamental background of general studies. Fifty-two semester hours of liberal arts or general education courses are required of all students working toward the Bachelor of Science or Bachelor of Arts degrees. Additional courses in general education are required of prospective early childhood and elementary school teachers; but it is possible, and sometimes desirable, to pursue a major in an academic field. Students pursuing a program in secondary education are required to complete a major in addition to required education courses.

Specialization

A major in an academic field is earned by completing about eight courses, generally, beyond the basic required courses in the chosen field—or about 36 credit hours of work, the exact amount being set by the various departments. Three possible benefits make the pursuit of a major course of study desirable: it prepares the student for graduate study in the field; it prevents a possible too-wide dispersion of effort which would result in a lack of real competency in any branch of knowledge; it qualifies the graduate from the teacher education program to teach the subject in junior and senior high schools.

Students may select a major or approved department program from one of the following fields: art, art education, biology, chemistry, elementary education, elementary school science, English, geography, history, high school science, early childhood education, mathematics, modern foreign languages, music, music education, physical education, physics, political science, psychology, social science, speech and dramatics, speech education. The required courses for programs are listed with department course descriptions.

Students are responsible for meeting in full the requirements for graduation as set forth in the college catalogue. When the requirements are changed after a student has enrolled in the College, the student has the option of meeting in full the requirements that were in effect at the time of entrance or those that are in effect at the time of graduation, if graduation occurs within seven years of date of admission. If the student does not complete graduation requirements within seven years he must meet requirements in effect at the time of graduation. When the College withdraws former required courses, the Standards Committee will approve substitutions for students graduating under the former requirements. The student's advisor assists in the planning of a program, but the final responsibility for meeting the requirements for graduation rests with the student.

Foreign Study

Students with upperclass standing desiring to pursue study in a specialized academic area at a college or university outside the United States must make application and obtain college approval for the study program. The appropriate form for making application may be obtained at the Registrar's Office. Approval is gained through the department chairman of the academic area involved, who will assist the student in the selection of a program satisfactory to the department. For final approval, the department chairman will forward the proposed program to the Academic Standards Committee through the office of the Dean of the College. After the student has returned to the College, transfer credit for a program of study undertaken outside the United States will be granted only upon recommendation of the department chairman and after an evaluation has determined the student's successful completion of the program.

COURSE DESCRIPTIONS

THE MEANING OF COURSE NUMBERS

Each department of the College has a code designation shown in parenthesis at the head of the department announcement. Each course has a distinctive number, with the following significance: Course numbers 100-199 inclusive are primarily for freshmen, 200-299 primarily for sophomores, 300-399 primarily for juniors, and 400-499 primarily for seniors, 500 and above for graduate students. Students may register for courses one level above or one level below their classification. Seniors in their last semester of work at this college may take 400-level courses for graduate credit and 500-level courses if they meet the following requirements: 1) The graduate courses must be in excess of the 128 hours required for the Bachelor's degree, 2) An application to the Director of Graduate Studies for Graduate Student classification, submitted in advance (by August 15 for the Fall Semester, January 1 for the Spring Semester, or May 15 for the Summer Session) must be approved.

Courses for which college credit is not given are assigned a number lower than 100.

Semesters of a year course whose numbers are separated by a hyphen are to be taken in sequence. When course numbers are separated by a comma, either semester may be taken independently of the other.

ELECTIVE COURSES

Students majoring in the various areas will need to choose their electives with extreme care. Before registering for courses which are not required students should consult their advisers. The advice of the instructor in the course or the chairman of the department in which the elective course is listed may be needed before a wise decision is made concerning the choice of an elective.

CREDIT VALUE OF COURSES

The semester credit value of the course is indicated in the parenthesis following the title.

TIME OF OFFERING

All required courses are usually offered each semester. Elective courses

in each department are usually offered at least one semester each year. All non-required courses are offered subject to sufficient enrollment.

PREREQUISITES

The order in which courses may be taken is determined by the prerequisites of all courses to be taken.

NON-CREDIT COURSES

Orie 090 ORIENTATION TO COLLEGE (0) Introduction to social and academic aspects of college living. One hour per week for each semester.

Psyc 090 CLINICAL READING (0) Required for new students whose test scores indicate a special need for improved reading skills. Three hours per week.

Spch 090 CORRECTIVE SPEECH (0) Students who are deficient in speech upon entering or at any time after taking Spch 100 Fundamentals of Public Speaking are required to satisfy this requirement before being recommended for graduation. Two hours per week.



ART

Professors: MITCHELL, ZINDLER

Associate Professors: GUILLAUME, MILLER, POLLACK (*Chairman*)

Assistant Professors: KIRSTEL, MULVEY, NASS

Instructors: CUBBISON, FLOOD, HARTSHORN, JACOBSON, MORAIS, C. ROBB

Art courses contribute to the student's understanding of the functions of the various arts in the shaping of environment and stimulate participation and understanding in the visual arts. The department provides a major and a minor in art and a major in art education leading to teacher certification. The department also offers a masters program leading to the Master of Education in Art Education in the Evening and Summer Divisions.

ART MAJOR

All prospective art majors and minors must register with the Art Department as early as possible during the first year. The purposes of a major in art are to provide a background for personal creativity, to prepare for graduate work, and to provide a foundation for a career in art. Required courses are: 103 or 202, 211, 310, 321, 322, 329, 331, 340, 351 or 451.

In addition, art courses are required to reach the minimum total of 36 credits. The Art Department may require upper class students to undertake independent study from an individually selected bibliography. Participation in the annual student exhibit is required. The department reserves the privilege of retaining student work, including rights of reproduction and publication.

ART EDUCATION MAJOR

For students who desire teaching certificates in art on the elementary and secondary levels (dual certification), the required courses are the same as those listed for an Art Major plus the following: Art 325, Educ 376; Educ 380; Educ 396; Educ 390, Student Teaching in the Elementary and Secondary Schools, Educ 410, Psychology 203.

ART MINOR

Students who wish a minor in Art should select the following courses: 103, 203, 211, 321 or 322, 329, 340. In addition to these courses the student should select additional credits to have a minimum total of 20 credit hours in Art.

ART COURSES (ART)

- 103 FUNDAMENTALS OF DESIGN (2) Elements and principles of design and aspects of their application.
- 202 DESIGN (2) The application of aesthetic principles to graphic and plastic problems. Emphasis on independent investigation. Prerequisites 103 or equivalent. (May be substituted for 103 by permission of department.)
- 203 ART IN THE CULTURE (2) Investigation of the relationship between cultural values and art forms. Analysis of form in the graphic and plastic arts including: architecture, crafts and industrial design.
- 211 DRAWING AND THE APPRECIATION OF DRAWING (2) Problems of expressive draftsmanship in theory and practice. Drawing from the costumed and nude figure.
- 215 PROJECTIVE DRAWING (2) Methods of perspective, orthographic and isometric projections. The use of various media in the rendering of three dimensional form.
- 305 THE ART OF PUPPETRY AND MARIONETTE PRODUCTION (2) Design and construction of puppets and marionettes: adapting plays, stories, and events; designing and constructing scenery; lighting; production.
- 306 ARCHITECTURAL CONCEPTS (2) The organization of space and materials for human needs. Contemporary and historical aspects of the design of private and public buildings and of communities. Prerequisite: 203.
- 310 THREE DIMENSIONAL DESIGN (2-3) Creation of forms in space exploiting the inherent expressive possibilities of various materials and tools. Discussion, lecture, Prerequisite: 103 and 202.
- 311 DRAWING (2) Continued studio work in drawing, landscape, still life and figure. Prerequisite: 211.
- 314 THE ART OF ENAMELING ON METAL (2) Design as applied to the art of enameling on copper and silver. The appreciation of master works of enameling from medieval to contemporary times. Prerequisite: 103 or 202.
- 320 EXHIBITION TECHNIQUES (2-3) Materials, techniques, and methods for the effective presentation of informational materials. The design of bulletin boards, exhibit spaces, display stands. Prerequisite: 103 or consent of instructor.
- 321 ANCIENT, MEDIEVAL AND RENAISSANCE ART (3) An historical survey of art. Slide lectures, directed readings and museum trips.
- 322 BAROQUE TO CONTEMPORARY ART (3) An historical survey of art. Slide lectures, directed readings and museum trips.
- 325 DESIGN FOR COMMERCIAL ART (2) Drawing, painting, lettering and typography as visual communication. Prerequisite: 103 or 202.
- 329 OIL PAINTING AND RELATED MEDIA (3) Varied approaches to painting and a variety of media (e.g. acrylics, encaustic, oil painting) are explored through demonstration and experimentation. Prerequisite: 103 or consent of instructor.
- 330 WATER COLOR AND RELATED MEDIA (3) Varied approaches to water color and a variety of

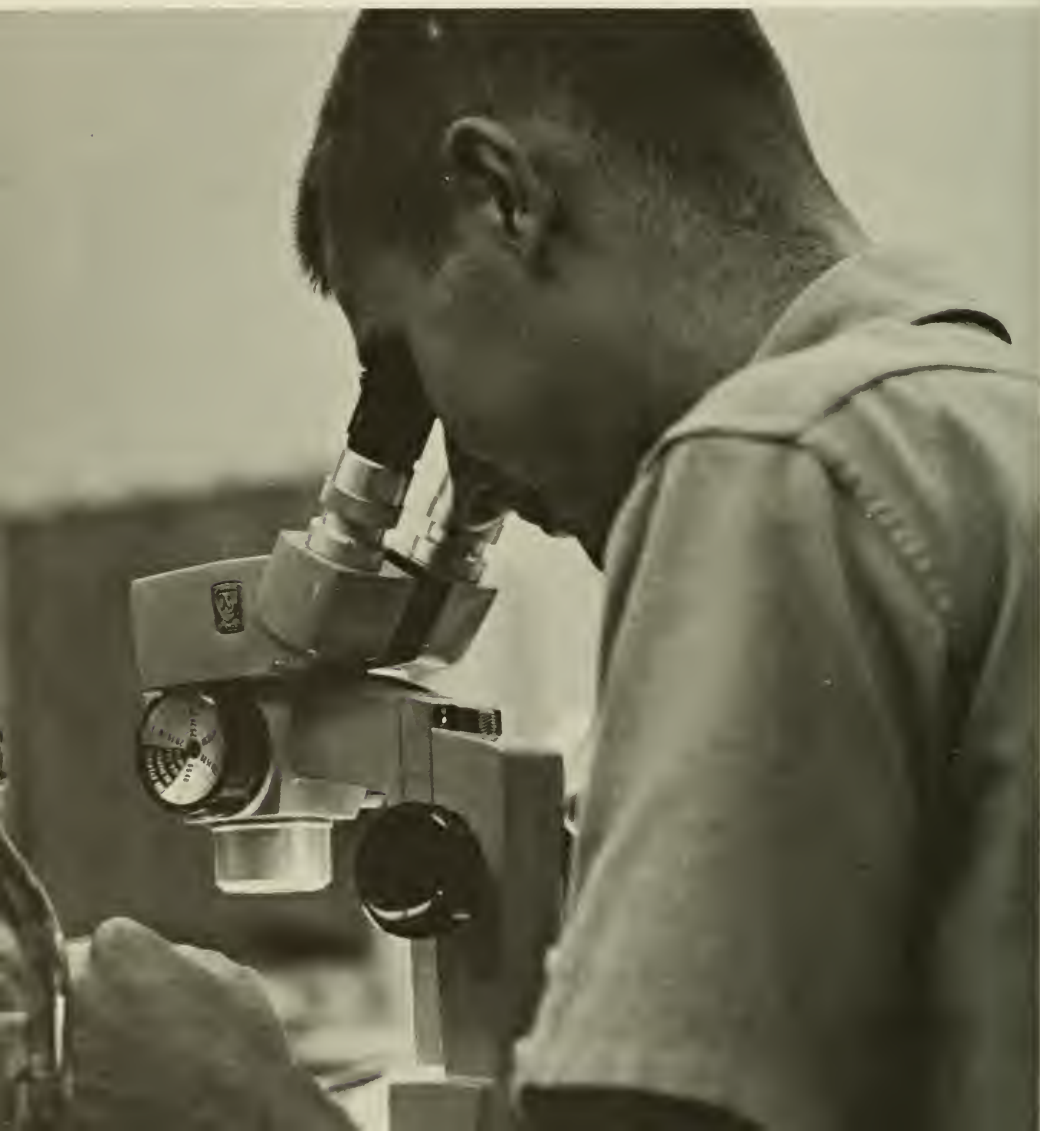
- media (e.g. gouache, casein, watercolor) are explored through demonstration and experimentation. Prerequisite: 103 or consent of instructor.
- 331 CERAMICS (3) Creative investigation of ceramic materials. Studio work, lectures and discussions on ceramic design, techniques and materials. Prerequisite: 103 or consent of instructor.
- 340 SCULPTURE (3) Study of the human figure as related to personal expression in sculptural media. Investigation of materials and techniques in relation to the creative process. Prerequisite: 103.
- 351 ETCHING AND RELIEF PRINTING (2) Personal expression through the media of the woodcut, the subtractive color-woodcut, etching, drypoint, engraving and other intaglio processes. Prerequisite: 211 or consent of instructor.
- 405 ART PRINCIPLES AND CRITICISM (2) Principle concepts of art; theories of perception and aesthetics; application of theories to the interpretation of specific works of art. Prerequisites: 203 and 321 or 322.
- 414, 415 ADVANCED STUDIO (2-4, 2-4) Practice for advanced students in their fields of special interests. Prerequisite: A course in the field of special interest.
- 429 OIL PAINTING AND RELATED MEDIA (3) Continued studio experiences in painting. Prerequisite: 329 or consent of instructor.
- 430 CERAMICS (3) Continued studio experiences in ceramics. Prerequisite: 331.
- 440 SCULPTURE (3) Continued studio experiences in sculpture. Prerequisite: 340.
- 451 LITHOGRAPHY AND SERIGRAPHY (2) Personal expression through printing from Litho stones and plates, and screen printing processes. Prerequisite: 211 or consent of instructor.
- 460 SEMINAR IN ART HISTORY (2) Intensive analysis of a defined historical period of stylistic development in art. Directed readings in both period and contemporary sources. Discussions and museum tours. Prerequisite: 321 and 322 or consent of instructor.

GRADUATE COURSES

- 514 GRADUATE STUDIO (2-4) Independent work in field of special interest with weekly criticism by staff. Prerequisites: Undergraduate work in field of specialization.
- 529 PAINTING (3) For students with previous experience in painting; consideration of current trends and styles; studio work, museum visits, lectures. Prerequisites: 329 and 429 or equivalent.
- 530 WATERCOLOR (3) Consideration of current trends and outstanding painters and styles. Studio work, museum visits, lectures. Prerequisites: 330 and 430 or equivalent or consent of the instructor.
- 531 CERAMICS (3) Advanced work in ceramic design and techniques of glazes, clay bodies, firing. Prerequisites: 331 and 431 or equivalent.
- 540 SCULPTURE (3) For students with previous experience in sculpture; consideration of current trends and styles; studio work, museum visits, lectures. Prerequisites: 340 and 440 or equivalent.
- 551 GRAPHICS (2) For students with a basic knowledge of printmaking; studio work in intaglio and relief processes. Aspects of mixed media explored. Prerequisite: 351, 451 or equivalent.
- 575 SEMINAR IN ART EDUCATION (3) Investigation of problems in art education and related fields; examination of theories of art and art education, discussion of forces affecting contemporary art education. Prerequisite: Consent of instructor.
- 580 RESEARCH IN ART AND ART EDUCATION (3) Methods of research applicable to art and art education. Students will explore areas of their choice with a view to isolating a thesis or project subject. Prerequisites: 575 and permission of instructor.
- 590 ART THESIS; CREATIVE PROJECT (3) If approved, student will pursue his project resulting in an exhibition of his work plus a paper defining the project's scope and philosophy. Prerequisites: 580 and permission of the instructor.

The following art education courses are taught by members of the Art Faculty. Course descriptions will be found under the Education Department.

- 371 ART AND THE CHILD
- 376 TEACHING ART IN THE ELEMENTARY SCHOOL
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL ART
- 390 STUDENT TEACHING IN SECONDARY SCHOOL ART
- 396 TEACHING ART IN THE SECONDARY SCHOOL
- 435 ADVANCED ART EDUCATION



BIOLOGICAL SCIENCES

Professors: ERICKSON (*Chairman*), HATHAWAY, ODELL

Associate Professors: CROOK, MUMA, WALKER

Assistant Professors: ANDERSON, MORSINK

Instructors: BUCHANAN, CAULWELL, HOLMAN, JONES, KRAUSS,

MECHLING, SCHUETZ, SMOES, THEROUX, WILLIAMS

Students interested in biologically oriented careers in teaching, fundamental and industrial research, medicine, dentistry, pharmacy, nursing, veterinary science, conservation and allied fields should major in this department. Staff members will aid each student in designing a program to meet his special needs.

BIOLOGY MAJOR

The requirements for the major are: Biology 103, 204, 205, 214, 215, 340 plus seven credit hours from other courses offered by the department; Chemistry 206, 207, and 218; Physics 211 and 212; Math 111.

The department strongly recommends the completion of two years of a foreign language for students who may wish to pursue graduate study.

Biology 209, 210, and 310 may not be included in the basic thirty hours required for the major.

NATURAL SCIENCE MAJOR

The program is designed to give a broader view of the sciences than obtained in a traditional undergraduate major in a single science. This is done at the sacrifice of depth and students should therefore be aware that this major will not prepare them for graduate work in a single science. Course requirements are: Biol 103, Biol 204, Biol 214, Biol 401, (or Phsc 401), Chem 206-207, Chem 216, Chem 218, Phsc 224, Phsc 320a, Phys 211-212, Phys 402, Science electives (including one field course) for eleven credit hours, and Math 111, for a total of 56 hours in science and mathematics.

Prospective secondary school teachers of general science should elect this major. To meet State Certification requirements at least 18 hours must be taken in either biology, chemistry or physics; 6 semester hours are required in each of the other two fields.

BIOLOGY COURSES (BIOL)

NOTE: Biol 103 is a prerequisite for all other biology courses.

- 103 FUNDAMENTALS OF BIOLOGY (4) The basic biological principles common to plants and animals. Topics include cell structure and processes (both physical and biochemical), mitosis, gametogenesis, aspects of embryology, genetics, evolution, ecology and an overview of the animal and plant kingdoms. Average of two laboratory hours per week each semester.
- 204 GENERAL BOTANY (4) Morphology, anatomy, and physiology explored through the study of selected plant types. Average of three laboratory hours per week each semester.
- 205 FIELD AND SYSTEMATIC BOTANY (4) Plant kingdom centered around taxonomy and ecology. Methods of collection, identification, and preservation will be developed in the field and laboratory in the spring, each year. Average of three laboratory hours per week. Prerequisite: 204 or consent of instructor.
- 209-210 HUMAN ANATOMY AND PHYSIOLOGY (4, 4) Skeletal, muscular, nervous, respiratory, circulatory, digestive, excretory, endocrine, and reproductive systems. Average of two laboratory hours per week. If course is to be used toward the fulfillment of the general course requirement of all students, both semesters must be completed. Students who have completed Biol. 214, Functional Anatomy of Vertebrates, may not take this course without permission of the Department. 209, fall, each year; 210, spring, each year.
- 214 FUNCTIONAL ANATOMY OF VERTEBRATES (4) Organ systems of selected vertebrate types with emphasis on basic physiological processes. Laboratory dissections. Average of three hours per week in laboratory work. Students who have taken Biol. 209-210, Human Anatomy and Physiology, may not take this course each semester.
- 215 FIELD AND SYSTEMATIC VERTEBRATE ZOOLOGY (4) Evolution, distribution, and definitive features of each class are studied comparatively. Extensive field and laboratory work deals with morphologic, taxonomic, ecologic, and behavioral features of selected vertebrate groups and species. Average of three hours per week in laboratory work each semester.
- 303 INVERTEBRATE ZOOLOGY (4) Aquatic and terrestrial species of phyla from the Protozoa through the Arthropoda (except the insects) with special emphasis on local forms. Economic, ecological, and taxonomic considerations. Average of three laboratory hours per week. Fall, odd years.
- 310 FIELD NATURAL SCIENCE (4) A study of various natural environments to determine their physical and biological components and to understand the relationship of these forms to one another and to man. Emphasis is on field observation. An average of two laboratory hours per week each semester.
- 311 CLASSICAL AND CONTEMPORARY READINGS IN THE BIOLOGICAL SCIENCES (2) Historical development of biological concepts through the reading of classical and contemporary writings. Fall, each year.
- 314 ORNITHOLOGY (4) Lecture, laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is on birds of the Baltimore area. A banding station is operated in conjunction with the course. Occasional field trips. Average of two laboratory hours per week. Spring, even years.
- 315 ENTOMOLOGY (3) Laboratory and field course in insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, economic importance, and control. Average of two laboratory hours per week. Fall, even years.

- 318 MICROBIOLOGY (4) Principally a laboratory course investigating such groups of organisms as bacteria, protozoa, and lower plants forms, with emphasis on bacteria. Average of three laboratory hours per week. Prerequisite: Chem 206-207. May be taken concurrently. Spring, odd years.
- 326 ANIMAL EMBRYOLOGY (4) Developmental anatomy and the underlying principles involved in development. This last area will be approached from an experimental base. Average of three laboratory hours per week. Prerequisite: 214. Fall, odd years.
- 327 ANIMAL PHYSIOLOGY (4) Functioning of animal organ systems, with emphasis on the vertebrate body. Average of three laboratory hours per week. Prerequisite: 214, Chem 206-207. Fall, odd years.
- 328 ANIMAL BEHAVIOUR (3) The classification and evolutionary aspects of behaviour with emphasis on behavioural mechanisms. An average of two laboratory hours per week. Not offered 1967-1968.
- 333 MICROTECHNIQUE (3) Techniques used in preparation of plant and animal tissues for histological observation. Average of two laboratory hours per week. Prerequisite: Chem 206-207. Fall, even years.
- 334 HISTOLOGY (3) Tissues of the vertebrate body. Average of two laboratory hours per week. Prerequisite 214. Spring, odd years.
- 340 GENETICS (3) Heredity and variation, and their application to evolution and development. Gene action at the morphological, physiological and biochemical levels. Laboratory work entails use of *Drosophila*, corn and *Neurospora* in the application of genetic principles. Average of two laboratory hours per week. Prerequisites: Chem 207 and Math 111 or consent of instructor. Each semester.
- 345 GENERAL ECOLOGY (3) Basic principles of ecology. Interrelationships between animals and plants and their natural environments, emphasizing the specific biomes available for study in Maryland. Studies will be based on observations and data collected in the field. An average of two laboratory hours per week. Spring, odd years.
- 392 CONSERVATION OF NATURAL RESOURCES (3) Basic conservation practices and problems. Soil, water, forest, and wildlife resources with emphasis on interrelationships. Specialists in various phases of local, state and federal conservation work conduct or assist in the conduct of numerous field trips. Average of two laboratory hours per week. Spring, even years.
- 401 ADVANCED LABORATORY IN BIOLOGICAL SCIENCE (2) Laboratory work of an advanced nature under the guidance of the Department. Each student will present and defend his work at a seminar. Prerequisite: Consent of instructor. Each semester.
- 409 MAMMALOGY (4) The evolution, comparative morphology, systematics, and distribution of mammals. Representative life histories are considered. Average of two laboratory hours per week. Prerequisite: Permission of instructor. Spring, odd years.
- 410 BIOLOGICAL LITERATURE (2) Familiarization with the literature of biology through the preparation of papers requiring a knowledge of techniques for exploring the literature. Two one-hour lectures. Prerequisite: At least 6 hours of biology. Each semester.
- 411 WILDLIFE BIOLOGY (4) Important wildlife species with emphasis on aspects of research and management. Specific techniques and problems are studied in the field. Average of two hours per week in laboratory and field work. Prerequisite: Permission of instructor. Fall, even years.
- 415 PLANT PHYSIOLOGY (4) Life functions of plants as related to structure at all levels: cells, organs, and the complete organism. Consideration of the interaction of environmental and genetic factors on plant metabolism. Average of three laboratory hours per week. Prerequisite: 204 and Chem 206-207. Chem 218 recommended. Spring, even years.
- 420 BIOANALYSIS (3) Microscopic and biochemical methods used in determining major components and important contaminants of feeds, spices, stabilizers, adhesives, bakery materials, fats and oils, meat products, crystal mixtures, dairy products, etc. An average of two laboratory hours per week. Prerequisite: Introductory courses in biology and chemistry or consent of instructor. Evening and summer programs.

- 434 CELL BIOLOGY (4) A study of the molecular and morphological organization of the cell in relationship to functions of the cell organoids. An average of three laboratory hours per week. Prerequisite: 205, 214; Chem 219. Spring, even years.
- 440 ADVANCED GENETICS (3) Emphasis on the molecular basis of gene action. Discussion of current work and methods related to the problem of gene structure, function, and mutation including the translation and regulation of genetic information. Prerequisite: 340. Fall, odd years.
- 500 SELECTED GENERAL PRINCIPLES IN BIOLOGY (3) Current directions of biological investigations will be discussed together with a treatment of recent contributions to biological areas and principles. Sufficient background will be given to provide coherence and understanding. Three one-hour lectures. Prerequisite: Consent of instructor. Evening and summer programs.

SCIENCE EDUCATION COURSES

The following courses are staffed by the Department of Biological Sciences and Physical Sciences and are offered in cooperation with the Education Department. Descriptions of these courses are included under Education Department listings.

- EDUC 333 KINDERGARTEN-PRIMARY PROFESSIONAL BLOCK I — SCIENCE
- EDUC 335 TEACHING SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES
- EDUC 362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL
- EDUC 383 TEACHING SCIENCE IN THE SECONDARY SCHOOL
- EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — BIOLOGY
- EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — SCIENCE
- EDUC 509 SEMINAR IN ELEMENTARY SCHOOL SCIENCE

BUSINESS ADMINISTRATION

The Business Administration program has been designed to prepare the student for a career in professional management. The heart of this profession is making managerial decisions in a world of change. This program has been designed to emphasize the students' intellectual involvement with the liberal arts curriculum. Its thrust is an interdisciplinary emphasis on the behavioral and social sciences, supplemented by twenty-four hours of management oriented business administration course work.

The preceding statement of purpose requires a curriculum founded on intellectually demanding courses that are conceptual in nature and stress the development of analytical skills which are, in essence, the tool for the decision making process. To this end, the business program can be broken down into three functional areas of study:

- I *BEHAVIORAL STUDIES*: Psychology and Sociology, course work designed to provide a sound basis for developing the decision making process.
- II *EVALUATIVE STUDIES*: Mathematics, Statistics and Accounting, course work designed to provide a sound basis for the organization, study and quantitative evaluation of alternative courses of action.
- III *ENVIRONMENTAL STUDIES*: Economics, History, Political Science and Business, course work designed to establish the framework within which business decisions must be made.

Based on the preceding general format the organization of the required courses in the Business Administration curriculum is as follows:

BEHAVIORAL STUDIES

Soci 201	Introduction to Sociology	3
Soci 340	Social Stratification	3
Psyc 201	General Psychology	*
Total		<hr/> 6

* Included in General Course Requirements.

EVALUATIVE STUDIES

Math 111	College Algebra	*
Math 210	Basic Statistics	3
BuAd 201-202	Accounting Theory in Business Decisions	6
Total		9

ENVIRONMENTAL STUDIES

Econ 202-203	Economic Principles	6
Econ 324	Money and Banking	3
Econ 335	Intermediate Analysis	3
Hist 221-222	History of United States	*
PoSc 206	Government of the United States	*
PoSc 376	Public Administration	*
BuAd 301	Introduction to Business Management	3
BuAd 302	Marketing Management	3
BuAd 303	Financial Management	3
BuAd 304	Business Law	3
BuAd 401-402	Contemporary Business Problems	6
Total		30

BUSINESS ADMINISTRATION COURSES (BUAD)

- BuAd-201 *ACCOUNTING THEORY IN BUSINESS DECISIONS* (3) The first of a two-course sequence which presents the essential role of accounting theory and practice in management. The basic objective of a two-course sequence is to acquaint the student with the language of accountants and to develop his ability to evaluate and use accounting data.
- BuAd-202 *ACCOUNTING THEORY IN BUSINESS DECISIONS* (3) The second of a two-course sequence with particular emphasis upon the application of cost accounting techniques and the relevance of tax considerations in business problems. Prerequisite: BuAd-201.
- BuAd-301 *INTRODUCTION TO BUSINESS MANAGEMENT* (3) This course is concerned with the problems of organization dynamics and behavior of people, within and outside the business, with which management must deal in attaining the objectives of the enterprise. Prerequisites: Soci 201, Econ 202, Psyc 201.
- BuAd-302 *MARKETING MANAGEMENT* (3) An analytical approach to the study of marketing problems of business firms. Attention is focused on the influence of the marketplace, the industry structure, and the role of government. Prerequisite: BuAd-301.
- BuAd-303 *FINANCIAL MANAGEMENT* (3) An analytical approach to the study of financial problems of business concerns. Instruments and institutions significant for financial management are studied. Prerequisites: BuAd-302, Econ 202-203.
- BuAd-304 *BUSINESS LAW* (3) A study of the nature of contract and agency relationships and how they pertain to business associations, negotiable instruments, and financing. Emphasis is upon the principles, rules, logic and purpose of the law.
- BuAd-401-402 *CONTEMPORARY BUSINESS PROBLEMS* (6) A seminar course designed to challenge the student's ability to form soundly developed business decisions. The emphasis is on relating the appropriate marketing, financial and production information available to management. Prerequisites: BuAd-302, BuAd-303, BuAd-304.

* Included in General Course Requirement.

ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Professors: COLEMAN (*Chairman*), KRANZLER, McCALL

Associate Professors: MERANI, SANBORN

Assistant Professors: BELGRAD, EHRLICH, FISHER, GROSSMAN, PAUL SHIN,
SMITH, TOLAND, WEINTRAUB

Instructors: CORNETTI, JONES

The respective areas of economics, political science, and sociology are designed to achieve the following objectives: to aid the student to be a better adjusted and more effective citizen, to provide preparation for admission into graduate and professional schools, as well as to give background training for careers in teaching, civil and international administration, law, public relations, business and research.

ECONOMICS

Requirements for the Major

Thirty credit hours will be required as a minimum for the major in economics, including eighteen hours of required courses and twelve hours of electives. The required courses are 202, 203, 310, 324, 335, and Math 210.

Requirements for the Minor

Twenty-four credit hours are required as a minimum for the minor in economics, including nine hours of required courses and fifteen hours of electives. The required courses are 202, 203, and 324.

Attention is also called to certain courses in other disciplines which can in part be used in fulfilling the requirements for a major or a minor in economics. The following courses can be used to satisfy these requirements:

Geography 316	Economic Geography
History 328, 329	Economic History of Europe
History 333, 334	Economic History of the United States

POLITICAL SCIENCE

Requirements for the Major

Thirty credit hours are required as a minimum for the major in political science, including nine hours of required courses and twenty-one hours of electives. Six hours of 200 level courses are required. These shall consist of either 201 and 206, or 206 and 207. Three hours in a seminar course are also required. This requirement can be satisfied by taking either 482 or 490.

Requirements for the Minor

Twenty-four hours are required as a minimum for the minor in political science, including six hours of required courses and eighteen hours of electives. The six-hour requirements can be fulfilled by taking either 201 and 206, or 206 and 207.

Attention is also called to the following courses in other disciplines which can in part be used to fulfill the requirements for a major or a minor in political science:

Economics 327	International Economics
Geography 331	Political Geography
Economics 382	Labor Economics and Labor Relations
Economics 337	Public Finance
History 352	Diplomatic History of the United States
History 402, 403	Constitutional History of the United States

SOCIOLOGY

Requirements for the Major

Thirty hours are required as a minimum for the major in sociology, including eighteen hours of required courses and twelve hours of electives. The required courses are sociology 201, 360, 384, 470, 483, and Psychology 110. Sociology 205 may be substituted for Psychology 110 as a required course, in the event it was taken during or before the spring semester of 1967.

Requirements for the Minor

Twenty-four credit hours are required as a minimum for the minor in sociology, including twelve hours of required courses and twelve hours of electives. The required courses are Sociology 201, 205, 360, and 384. Psychology 110 may be substituted for Sociology 205 as a required course for the minor in sociology.

Attention is also called to the following course offered in the Department of Speech: Speech 312, Sociology of Mass Communication. This course may



be used as an elective to fulfill the requirements of either a major or a minor in sociology.

ECONOMIC COURSES (ECON)

- 202 ECONOMIC PRINCIPLES AND PROBLEMS (3) How private enterprise determines what is produced, prices, wages, profits. Supply and demand. Competition and monopoly. Labor unions, income distribution. Farm policy. The role of the government in our economy.
- 203 ECONOMIC PRINCIPLES AND PROBLEMS (3) Inflation and unemployment—causes and remedies. Money and banking. Government spending and taxation. International trade. Prerequisite: 202.
- 310 INTERMEDIATE PRICE THEORY (3) Determination of prices, output, wages, resource allocation. Theory of the firm. Theory of competition, monopolistic competition, oligopoly, and monopoly. Prerequisite: Economics 203.
- 312 GOVERNMENT AND ECONOMIC LIFE (3) The rationale of government control and regulation of private enterprise. Maintenance of competition. Antitrust policy. Public utility regulation. Transportation policy. Subsidies. Government armed and operated enterprise. Prerequisite: Economics 203.
- 315 ECONOMIC DEVELOPMENT (3) Theory of economic growth. Problems and programs relating to underdeveloped countries. Prerequisite: Economics 203.
- 324 MONEY AND BANKING (3) Organization and function of the money, credit and banking system of the United States; banking institutions, Federal Reserve System; the relation of money and credit to prices; foreign exchange. Prerequisite: Economics 203.

- 327 INTERNATIONAL ECONOMICS (3) International trade. Tariffs and other restrictions. The principle of comparative advantage. The International Bank, the International Monetary Fund, and other cooperative arrangements. Prerequisite: Economics 203, and Math 210.
- 332 COMPARATIVE ECONOMIC SYSTEMS (3) Contemporary economic systems with emphasis on methods of social control. Capitalism, socialism, communism. Economic planning. Prerequisite: Economics 203, and Math 210.
- 335 MACROECONOMIC THEORY (3) The overall level of output, prices, employment, interest rates. Keynesian economics. Prerequisite: Economics 203.
- 337 PUBLIC FINANCE (3) Principles of taxation, government expenditure and public debt; relationship of fiscal policy to income and growth. Prerequisite: Economics 203, and Math 210.
- 382 LABOR ECONOMICS AND LABOR RELATIONS (3) The determination of wages. Labor unions: history, structure, activities, effects. Government labor policy. Prerequisite: Economics 202.
- 404 HISTORY OF ECONOMIC THOUGHT (3) Development of economic theory; eighteenth and nineteenth century classical schools. Modern economic literature on price, investment and employment. Prerequisite: Economics 203.
- 407 BUSINESS CYCLES AND FORECASTING (3) Changes in levels of income and output, tools and techniques for forecasting the future state of economic activities, and public proposals for controlling economic fluctuations. Prerequisite: Economics 202, 203, 324.
- 481 PROSEMINAR ON ECONOMIC ISSUES (3) Research and writing of papers on an economic issue selected by the instructor. Prerequisite: Economics 324 or 335.
- 504 WORKSHOP ON ECONOMIC EDUCATION (3) Designed to help teachers and school administrators gain a better understanding of the economic workings of the society in which we live. Prerequisite: Consent of the Instructor.

POLITICAL SCIENCE COURSES (POSC)

- 201 INTRODUCTION TO POLITICAL SCIENCE (3) The origins of modern governments. The nature of constitutions and constitutionalism. A definition and interpretation of politics. Prerequisite: sophomore standing.
- 206 AMERICAN NATIONAL GOVERNMENT (3) Structure and functions of the government of the United States and the problems involved in the extension of the scope of democratic government in our contemporary life.
- 207 STATE GOVERNMENT (3) Historical background, state constitutions, and the legislative, executive and judicial branches of government. Problems of state administration and federal-state relations. Prerequisite: Political Science 206.
- 301 INTRODUCTION TO LAW (3) The legal processes in the United States. This course is designed primarily for the liberal arts student. Prerequisite: sophomore standing, and one course of introductory political science.
- 303 THEORY OF INTERNATIONAL POLITICS (3) The theories of mutual relations of states. Elements of national power; international politics as a struggle for power. Restraints upon the struggle for power. Prerequisite: History 121, 122, and consent of the instructor.
- 305 URBAN GOVERNMENT AND POLITICS (3) The political history of American cities from the eighteenth century through the recent reform movement. City charters, home rule, types of executives, political machines. The metropolitan area. Prerequisite: either Political Science 206 or Political Science 201.
- 315 CONTEMPORARY INTERNATIONAL POLITICS (3) An examination of the conduct of international relations by the Western, the Communist, and the non-aligned blocs in the Post-World War period. Prerequisite: Political Science 303.
- 338 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: THE WESTERN WORLD (3) Constitutional and legal processes of England, France, Italy, and Germany. Some attention given to the small social-democratic states of Europe. Prerequisite: History 121, 122.

- 339 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: RUSSIA AND THE EAST (3) Constitutional and legal processes of Russia, Japan, China and other Eastern powers. Prerequisite: History 121, 122.
- 355 THE LATIN AMERICAN POLICY OF THE UNITED STATES (2, 3) Diplomatic and cultural relations between the United States and Latin America. The Pan-American Movement, Implementation of the Monroe Doctrine, and the Advent of the Good Neighbor Policy. Prerequisite: History 221, 222.
- 376 PUBLIC ADMINISTRATION (3) Administration as a central element of contemporary society, with special reference to the problems of governmental organization, control, personnel, finance, and public relations. Prerequisite: Political Science 206.
- 417 AMERICAN POLITICAL PARTIES (2) Origin and development of the American two-party system. The activities of pressure groups and organizations, and their effects upon the party system. Prerequisite: History 221, 222 or Political Science 206.
- 418 CONSTITUTIONAL LAW (3) A study of the constitution of the United States based on leading judicial decisions interpreting the constitution and statutes from 1789 to the present. Prerequisite: Political Science 206.
- 426 POLITICAL THEORY (3) Political thought in the West from the Greeks to the end of the sixteenth century. Prerequisite: History 121, 122 or consent of instructor.
- 427 POLITICAL THEORY (3) Political philosophers and their writings since the sixteenth century. Attention given to the conflict of ideologies in the twentieth century. Prerequisite: History 121, 122 or consent of instructor.
- 432 UNITED STATES-SOVIET RELATIONS (2) Diplomatic, cultural, and economic relations between the U.S.S.R. and the U.S. Emphasis on the period since 1933 with a careful study of the effects of the Second World War upon the balance of power. Prerequisite: History 121, 122, 221, and 222.
- 435 AFRICA IN WORLD POLITICS (3) The role of African nations in the nuclear age, and their efforts to achieve unity. A paper is required for the third hour credit. Prerequisite: Senior standing with a major in political science, or consent of the instructor.
- 440 UNITED STATES FOREIGN POLICY IN SOUTHEAST ASIA (3) American foreign policy in Southeast Asia in the Post World War II period. A paper is required for the third hour credit. Prerequisite: Senior standing with a major in political science, or consent of instructor.
- 441 THE NORTH ATLANTIC COMMUNITY (3) Emphasis will be on NATO, the European Economic Community, and Anglo-American efforts to create an Atlantic partnership between Europe and the United States. Prerequisite: Senior standing with a major in political science, or consent of the instructor.
- 450 GROUP POLITICS AND PUBLIC OPINION (3) The role of pressure groups and public opinion in the American political system. A paper is required for the third hour credit. Prerequisite: Senior standing with a major in political science, or consent of the instructor.
- 455-456 INTERNATIONAL LAW AND ORGANIZATION (3, 3) An examination of the theories and the development of international law up to the present. The character of the modern state system, the role of international organizations, and international law and resort to force. Prerequisite: History 121, 122, two political science courses of international relations, or consent of the instructor.
- 482 SEMINAR IN POLITICAL SCIENCE (3) Various methods and techniques of research in political science, culminating in the preparation of a seminar paper. Prerequisite: eighteen semester hours in political science, or consent of instructor.
- 490 SEMINAR IN CONTEMPORARY UNITED STATES FOREIGN POLICY (3) An examination of the nature, basis, and instruments of American foreign policy in the contemporary age. The formulation, control and execution of American foreign policy will also be noted. Prerequisite: Senior standing with a major in political science, or consent of instructor.

SOCIOLOGY COURSES (SOCI)

- 201 INTRODUCTION TO SOCIOLOGY (3) Sociological concepts, theories, methods and findings. The scope of sociology and an introduction to several areas of sociological investigation including social stratification, collective behavior, and interrelationships among social institutions.
- 204 MARRIAGE AND THE FAMILY (3) Critical analysis of sociological research related to marriage and the family. An analysis of family structure and the changing pressures of the family. Prerequisite: Sociology 201 or consent of instructor.
- 205 INTRODUCTION TO ANTHROPOLOGY (3) A survey of the fields of anthropology. The basic principles of physical anthropology, ethnography, and social anthropology.
- 340 SOCIAL STRATIFICATION (3) The nature of social stratification. A survey of studies of social mobility. Investigation of the determinants of differential prestige. Prerequisite: Sociology 201.
- 341 URBAN SOCIOLOGY (3) The rise and dominance of the modern city. Ecological analysis of social trends and problems. Prerequisite: Sociology 201.
- 342 COLLECTIVE BEHAVIOR (3) Crowds, mobs and other relatively unstable collectivities. Prerequisite: Sociology 201.
- 359 SOCIAL MOVEMENTS (3) General, specific and expressive movements. The forces producing change and the manner in which new social organizations are formed and established. Prerequisite: Sociology 201.
- 360 SYSTEMATIC SOCIOLOGICAL THEORY (3) Major systems of sociological theory including the works, assumptions and writings of the major schools; ecology, collective behavior, social structure, culture and social change. Prerequisite: Sociology 201.
- 365 ETHNOGRAPHY OF NORTH AMERICA (3) Comparative description and interpretation of native American Indian cultures. Prerequisite: Sociology 205.
- 379 CONTEMPORARY SOCIAL PROBLEMS (3) Major results of social disorganization in the contemporary community. Causes of disfunction and the implications of disorganization for social change. Prerequisite: Sociology 201.
- 381 RACE AND CULTURAL RELATIONS (3) Results of contact between peoples of different racial and cultural backgrounds. Emphasis placed on segregation and discrimination. Prerequisite: Sociology 201.
- 383 CRIMINOLOGY (3) The causes of crime and the utility and justification of punishment. Prerequisite: Sociology 201.
- 384 RESEARCH METHODS IN SOCIOLOGY AND ANTHROPOLOGY (3) Methods used in sociological and anthropological research, including participant—observation, interviewing, and survey research. Various indirect techniques will be discussed and students will acquire familiarity with research designs using these methods. Prerequisite: Sociology 201.
- 408 DEVELOPMENT OF SOCIOLOGICAL THEORY (3) Contributions of the major social thinkers from antiquity to the present. A critical analysis of the sociology of knowledge. Prerequisite: Sociology 360.
- 409 SMALL GROUPS (3) Formal and informal action in small groups characterized by face-to-face interaction. Emphasis on leadership and opinion formation. Prerequisite: Sociology 201.
- 411 POPULATION AND ECOLOGY (3) The history of population, demographic and ecological theory. Significant research and techniques for explanation of relevant data. Prerequisite: Sociology 201.
- 451 APPLIED SOCIOLOGY (3) Use of sociological theory and research for problem solving. Survey of the major developments in business, governmental, medical and advertising fields. Prerequisite: Sociology 360.
- 470 INDEPENDENT RESEARCH (3) Supervised research and sociological investigation of matters of interest to the students. Emphasis upon data analysis and presentation. Open only to seniors majoring or minoring in sociology.

483 SEMINAR IN PROFESSIONAL SOCIOLOGY (3) Professional problems of the sociologist, with a critical analysis of the careers of major figures in American sociology. Open only to seniors majoring or minoring in sociology.

SOCIAL SCIENCE MAJOR

Coordinator: PRITAM T. MERANI

This is an inter-departmental major made up of the Departments of Economics, Geography, History, Political Science, and Sociology. It is designed for those students who do not wish to be confined to a major in a single field of social science, but are interested in a broad education, transcending traditional departmental boundaries.

This program is useful for those students who do not plan to enter graduate school upon their graduation from Towson State; or those who plan to enter professional schools, such as Law School or Social Work School. It is particularly designed for students planning to teach social studies at Secondary School level.

Social Science Majors are required to take History 121, 122, 221, and 222; Geography 103, 104; six hours of Political Science; six hours of Sociology; six hours of Economics plus eighteen hours in any and/or all fields of social science at upper division level.





EDUCATION

Professors: BROYLES, BURRIER, FITZGERALD, HARTLEY HAUSERMAN (*Director of Professional Programs*), KJER, SCHROEDER (*Chairman and Director of Teacher Education*), WILLIAMSON (*Director of Laboratory Experiences*)

Associate Professors: ABENDROTH, BELLOWS, CORNTHWAITE (*Director of Audio-Visual Education*), HANCOCK, SPRAGUE, VELIE, WESLEY

Assistant Professors: BINKO, BRAMBLETT, BOND, CIMINO, COX, GEHRING, HOLDEN, KARFGIN, LLOYD (*Acting Director of Student Placement and Field Services*), PATTEN, RAY, TAYLOR

Instructors: BOYD, COHN, OLSON, O'NEILL

Faculty Members from other departments also participate in teaching courses in the Education Department.

The teacher education program is designed to help the student mature in the varied understandings and competencies needed by the beginning teacher. Building upon the foundation of a sound general education, the student is guided toward an understanding of the child, the school, and the educative process. Courses in theory are carefully interwoven with laboratory experiences in the public schools to provide continuing practical experiences throughout the student's college career. All aspects of the program have as their central aim the development of teachers who are broadly prepared individuals, who work well with children, and who are ready and able to take intelligent action on current educational issues.

SEQUENCES OF COURSES

All students must register their curriculum patterns with the Director of Professional Programs during the second semester of their freshman year. Transfer students must first consult with their major advisor and then plan their programs with the director of their professional division during their first semester at the college.

EARLY CHILDHOOD EDUCATION

The Early Childhood program is designed for students who have an interest in teaching the young child, ages three through eight. It is built on the premise that special capabilities and understandings are necessary to teach successfully in the pre-school and primary grades. There is an increasing demand for specialists (men and women) in Early Childhood Education, and the program at Towson State College is designed to prepare them well for their role.

Required courses for the Early Childhood program (in addition to General course requirements, (p. 39) are: Art 103; Educ 105, 333, 334, 335, 390, Student Teaching in Early Childhood, 410; Math 205 (in addition to Math 204); Musc 203; PhEd 201, 202 (in addition to PhEd 101, 102); Psyc 203; and Geog 103, 104.

EARLY CHILDHOOD EDUCATION MAJOR

In addition to the regular certification program in Early Childhood Education, a major is available if desired. Applications for a major will be processed during the student teaching semester by the Director of Professional Programs.

To be eligible for a major in Early Childhood Education, a student must have demonstrated outstanding personal qualifications for working with children in either nursery school or kindergarten and grades one, two, or three. In addition to the regular requirements for all students in the Early Childhood Education Program, individuals who are majoring in this area will pursue 5 elective hours approved by the Director of Professional Programs. One term of student teaching at the nursery school or kindergarten level also is required of majors.

EARLY CHILDHOOD EDUCATION

Professional Block I

- 333 THE RELATED ARTS AND SCIENCE OF THE ARTS (6) Interdepartmental instruction by specialists in art, music, physical education and science and coordinated by a faculty member from Early Childhood Education Program. Classroom participation in college laboratory school.

Professional Block II

- 334 CURRICULUM ANALYSIS AND METHODS OF INSTRUCTION (3) Emphasis on objectives, materials and methods in teaching reading and the other language arts, and social living. Extended participation in public school classrooms is an integral part of the course.
- 334 TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION (2) A study of how to present mathematics material to children to aid them in quantitative thinking; methods for making mathematics meaningful on the child's level. Prerequisite: Math 204 and 205 (Math 205 and Educ. 334 may be taken concurrently if necessary).

Professional Block III

- 335 CURRICULUM CONCEPTS IN EARLY CHILDHOOD (2) Parallels student teaching and is concerned with classroom problems encountered in student teaching. Specialist in reading assists block coordinator.

- 335 TEACHING SCIENCE IN EARLY CHILDHOOD (1) Culmination of science emphasis in Professional Blocks I and II.
- 390 STUDENT TEACHING IN EARLY CHILDHOOD (10) Assignment in nursery school, kindergarten and primary grades classroom under expert guidance! Two terms of 8 weeks on different age levels, four consecutive days weekly (concurrent with Block III one day weekly).

ADDITIONAL COURSES IN EARLY CHILDHOOD EDUCATION

- 230 THE YOUNG CHILD AND HIS CURRICULUM IN NURSERY AND KINDERGARTEN (3) Designed primarily as a service for those who are interested in teaching and assisting in nursery schools, kindergartens and day care centers. This course may be used as an elective toward a degree in day-time program with permission of Director of Programs.
- 231 LABORATORY EXPERIENCES IN NURSERY SCHOOL AND KINDERGARTEN (3) May be taken concurrently with 230.
- 422 SEMINAR IN EARLY CHILDHOOD EDUCATION (3) Research findings used as a basis for program planning in nursery school, school, kindergarten and grades one, two and three; current trends and issues are considered. Prerequisites: student teaching and/or teaching experience in pre-school or primary grades; Junior standing; offered summer sessions, evenings and daytime programs.
- 423 LABORATORY EXPERIENCES IN EARLY CHILDHOOD (3) Classroom experiences with children in pre-school and primary grades in a variety of teaching-learning situations. Analysis of observations in light of current research. Summer sessions only; may be taken concurrently with 422. Not open to students in the daytime program. Junior standing or above and consent of the instructor.

Students interested in pursuit of a Masters Degree in Early Childhood should ask for a conference with the Director of Professional Programs or other faculty members of the Early Childhood Education Program.

ELEMENTARY EDUCATION

The elementary education curriculum is designed for students who are interested in the total elementary school program. The following required courses are designed to integrate classroom and laboratory experience in such ways as to prepare students for beginning teaching in public schools. The required courses for elementary education program in addition to general course requirements are: Art 103; Educ 105, 360, 361, 362, 363, 364, 390 (Student Teaching Elementary), 410; Math 205 in addition to Math 204, its prerequisite; Musc 203; PhEd 201, 202; Psc 203; Geog 103, 104; and two of the following: Educ 371, 372, 373.

ELEMENTARY EDUCATION MAJOR

In addition to the regular Elementary Program, a major in Elementary Education is available to students who meet the requirements. Application to work for a major in Elementary Education may be made at any time but not later than the second semester of the junior year. Official action on the application will be taken by the Director of Professional Programs following student teaching.

To be eligible for a major in Elementary Education, a student must be in good standing, have a cumulative average of 2.00 or better, must have demonstrated outstanding personal qualifications for working with children in the elementary school, and must complete Psyc 410 or Educ 385, and Educ 425. The latter course must follow student teaching.

EDUCATION COURSES (EDUC) ELEMENTARY EDUCATION

- *360 OVERVIEW OF ELEMENTARY EDUCATION (2) Role of the elementary school and the professional role of the teacher; curriculum development as affected by the needs of society, child development and principles of teaching and learning.
- *361 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (1½) Locating, organizing, synthesizing, and interpreting fundamental social information.
- *362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (1½) Significance of science for the elementary school child; its contribution toward his development; criteria for selecting science experiences for children.
- *363 TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL (2) Kinds of arithmetic; the nature and meaning of arithmetic; core mathematical ideas running through elementary mathematics, research findings in teaching, arithmetic; organization of units of instruction; evaluation of pupil progress. Prerequisites: Math 204 and 205.
- *364 TEACHING READING AND OTHER AREAS OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3) Language needs and abilities of children. Development of effective language skills with emphasis on reading.
- **371 ART AND THE CHILD (2) Major considerations of art education appropriate to the work of the elementary teacher; experiences in planning and teaching art.
- **372 TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2) Acquaints students with music programs in the elementary school through lecture, class discussion, and practice with children. Prerequisite: Mus 203.
- **373 TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2) Observation and participation at Lida Lee Tall School. Time is devoted to planning, preparation, and presentation. Prerequisites: PhEd 101-102, PhEd 202-203; or PhEd 112, 113, 212, 213.
- 376 ART IN THE ELEMENTARY SCHOOL (2) Concurrent course with 396, Art in the Secondary School. For course description see 396. Open only to Art Education Majors. Prerequisite: Approval of Art Department.
- 390 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (10) Ten to twelve weeks, full time, in public school classrooms under the guidance of master teachers. Weekly conference with the college supervisor after school hours. Prerequisite: Approval of Education Department.
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL ART (6) Prerequisite: Approval of Art Department.
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL MUSIC (6) Prerequisite: Approval of Music Department.
- 390 STUDENT TEACHING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION (6) Prerequisite: Approval of Physical Education Department.
- 393 SPEECH IN ELEMENTARY SCHOOL (2) A study of speech needs of the elementary school child and current methods and materials used by the classroom teacher in meeting needs.
- 409 CORRECTIVE READING (2) The psychology of reading; methods, principles, techniques, and materials for the classroom teacher in meeting typical learning patterns. Experience in a laboratory center for disadvantaged youth for the development of skill in analysis and

correction of reading disabilities. Prerequisites: Educ 390 and 426 or 425, or consent of instructor (to provide for students who have had different backgrounds and/or experience in the field).

- 413 THEORETICAL AND PRACTICAL BASES OF CURRICULUM DEVELOPMENT — ELEMENTARY (2) The child and his curriculum. The teacher's role in curriculum as a process. Principles and philosophies of curriculum development. Objectives, practices, materials, and evaluation trends. Prerequisite: Educ 390.
- 420 PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOL (3) Same as PhEd 420 — see PhEd 420 for course description.
- 425 READING AND OTHER LANGUAGE ARTS IN THE ELEMENTARY SCHOOL — ADVANCED (2-3) Application of theory and research to the teaching of reading and the other language arts. Prerequisite: 390.
- 426 METHODS AND PRINCIPLES OF READING INSTRUCTION — ADVANCED (2-3) Principles involved in building a developmental reading program; prevention of reading difficulties; methods of remedial reading. May not be taken by those who elect 425.
- 430 MUSIC IN ELEMENTARY SCHOOL — ADVANCED (3) Materials and procedures in a school music program including participation in planning and presentation of musical programs in the Lida Lee Tall School.
- 450 GUIDANCE IN THE PUBLIC SCHOOL — ELEMENTARY (2-3) Scope and function of an elementary guidance program; the role of the classrooms teacher in guidance.

* Admission to these required courses is by consent of the Director of Professional Programs.

** Students in Elementary Education will be assigned to two of the three methods courses in art, music, or physical education after an analysis of their individual needs. The third course may be taken as an elective.

SPECIAL SUMMER SESSION ELEMENTARY EDUCATION COURSES

- 291-293 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (6) An overview of the elementary school curriculum, with emphasis upon the language arts, social living, and related activities in other areas. Acquaints students with classroom routines and procedures. Observation of experienced teachers working and planning with groups of children at different grade levels. Specialists discuss and demonstrate activities, materials, and procedures in music, art, and physical education.

Open only to undergraduates. This course is expected to precede specific method courses.

- 301-304 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (6) First course in education for liberal arts graduates. May be followed by required methods courses at the 300 level, provided the prescribed content courses have been completed.

SECONDARY EDUCATION

The program of education for junior and senior high school teachers is designed to bring about a close integration between teaching methods and the practical experiences of observation and student teaching. After introductory courses in the nature of today's schools and their students, the prospective secondary teacher enters the student teaching semester. Methods, philosophy, techniques, and practice are combined to provide a thorough preparation for teaching. The student teaching semester is followed by a course in the sociological, philosophical, psychological, and historical foundations of education.

The required courses for all secondary education students, in addition to general course requirements are: Educ 105, 381, 391, Psyc 203, a two-hour approved methods course, student teaching in major area, and Educ 410.

All secondary education students (prospective secondary school teachers) must select a major in an area leading to certification by the Maryland State Department of Education. The number of hours and required courses for a major are defined under department headings in this catalogue. The major plus the additional number of electives needed to fulfill the remaining 54 hours will meet degree requirements and Maryland certification requirements.

Students may prepare to teach in English, history, geography, social studies, mathematics, foreign language, biology, chemistry, physics, secondary school science, art, music, physical education, speech and dramatics.

EDUCATION COURSES (EDUC) SECONDARY EDUCATION

- 381 PRINCIPLES OF SECONDARY EDUCATION (3) Philosophy and purpose of secondary education; nature of secondary education programs; principles of teaching and learning; basic elements in planning instruction.
- 383 TEACHING SCIENCE IN THE SECONDARY SCHOOL (2) Selection of appropriate content, method and evaluation techniques, analysis of textbooks and resource materials. Open only to students in the student teaching block.
- 384 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL (2) Current curriculum trends; materials, methods, and activities, in the teaching of social studies, history, geography, and citizenship. Role of social studies in the core. Open only to students in the student teaching block.
- 386 TEACHING ENGLISH IN THE SECONDARY SCHOOL (2) Language Arts as taught in secondary schools. Open only to students in the student teaching block.
- 387 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (2) Aims and purposes of mathematics instruction; examination of courses of study and textbooks; study of conceptual approaches. Open only to students in the student teaching block. Prerequisite: Math 328 and 431.
- 389 TEACHING SPEECH AND DRAMA IN THE SECONDARY SCHOOL (2) Problems, materials, methods, and techniques in specific speech instruction areas; integration of speech and drama in co-curricular school activities. Open only to students in the student teaching block.
- 390 STUDENT TEACHING IN THE SECONDARY SCHOOL (10-12) Practical experience in observation, participation, and student teaching in public school situations. Student Teaching is offered in the following subject areas:
- | | | | |
|--------------------------|------|------------------------------|------|
| 390 Art | (6) | 390 Music | (6) |
| 390 English | (10) | 390 Physical Education | (6) |
| 390 Speech and Dramatics | (10) | 390 Biology | (10) |
| 390 Mathematics | (10) | 390 Secondary School Science | (10) |
| 390 French | (10) | 390 Social Studies | (10) |
| 390 German | (10) | 390 Core Program | (10) |
| 390 Spanish | (10) | | |
- 391 LABORATORY IN NEW EDUCATIONAL MEDIA (1) Experience in operation of multi-sensory aids to teaching, preparation of teaching aids, and application of television, transparencies, tape recordings, programmed learning, and motion pictures to the modern classroom.

- 392 TEACHING MUSIC IN THE SECONDARY SCHOOL (3) Current methods and materials used by the music specialist. Open only to students in the student teaching block.
- 395 TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL (2) Methods of teaching sports, track and field, stunts, combatives, rhythms, relays, and mass games. Open only to Physical Education majors and other interested students in the student teaching block.
- 396 TEACHING ART IN THE SECONDARY SCHOOL (2) Theoretic basis of art education, the function of the art specialist, and instructional materials and skills. Concurrent course with 376. Open only to art majors. Prerequisite: Approval of Art Department.
- 397 TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL (2) Aims and purposes of foreign language instruction; current curricular trends, including the importance of modern language teaching practices. Open to juniors or seniors, who plan to teach foreign language, with consent of instructor.
- 398 TEACHING READING IN THE SECONDARY SCHOOL (2) Meets four hours per week for eight weeks. General development reading skills; identification, diagnosis, and remediation of reading problems; comprehension, vocabulary building, word-study skills.
- 398 TEACHING READING IN THE SECONDARY SCHOOL (3) Meets three hours per week for entire semester. Covers in greater depth those topics covered in 398.
- 451 CORE PROGRAM IN THE SECONDARY SCHOOL (2-3) Philosophy, organization, content, and methods of core teaching.

ADDITIONAL EDUCATION COURSES

- 105 INTRODUCTION TO TEACHING (1) The role and scope of public education in American Democracy; the function of the teacher as a professional person; the nature of educational programs at all levels. Activities designed to help students make a choice of specialization.
- 315 METHODS AND MATERIALS IN NEW EDUCATIONAL MEDIA (3) Methods of vitalizing learning through the use of pictures, field trips, motion pictures, television, transparencies, records, and programmed learning; location of materials, operation of apparatus, preparation of tools of learning.
- 331 HISTORY OF EDUCATION (3) Major developments, personalities, and movements in the evolution of education.
- 380 SURVEY OF EDUCATIONAL PROGRAMS (3) Survey of educational programs and services K-12. Combines theoretical aspects of 360, Overview of Elementary Education and 381, Principles of Secondary Education. Open only to those students in art, music, or physical education whose majors lead directly to certification in elementary and secondary education. Approval must be obtained both from the chairman of the student's major department and from the Director of Teacher Education.
- 385 EDUCATION MEASUREMENT FOR CLASSROOM TEACHERS (2) Problems in measurement; principles underlying choice of test instruments; survey of test literature; dealing with test data; constellation and interpretation of tests.
- 394 PLAY PRODUCTION FOR THE CLASSROOM TEACHER (2) Procedures of play selection, casting, planning, rehearsals, scenery, lights and publicity. Problems in acting, directing, and design.
- 401 CHILDREN'S LITERATURE (3) Examination of children's books; study of content and form.
- 402 JUVENILE LITERATURE (3) Examination of juvenile literature apart from textbooks; criteria for this literature; study of content and form.
- 403 DIFFERENTIATED STUDENT TEACHING (2-8) Student teaching experiences in addition to those in 390, or student teaching in special subject areas, according to needs and interests of the student. Prerequisite: Consent of the student's area director.
- 405 FIELD STUDIES OF THE CHILD AND HIS COMMUNITY (2) Planning and working with groups of children in approved social agencies or making extensive studies of recreational and non-recreational social agencies. Class discussions and field trips.

- 406-407 GROUP LEADERSHIP Development of skills for counseling the older adolescent. Second semester includes application of theory as student assumes leadership of a freshmen orientation section. Both semesters must be completed to receive credit. Prerequisite: Student Teaching or concurrently with Student Teaching and consent of instructor. 406-no credit; 407-(2) credits.
- 410 FOUNDATIONS OF EDUCATION (2-3) Sociological, philosophical, psychological and historical foundations of western education. Perspectives in these areas as they relate to current educational issues and practices. Three semester hours credit upon consent of department chairman. Prerequisite: 390.
- 411 THE JUNIOR HIGH SCHOOL (3) Principles, purposes, functions, and characteristics of the Junior High School, with emphasis upon its organization and curriculum. Prerequisite: 381.
- 422 SEMINAR IN EARLY CHILDHOOD EDUCATION (3) Survey of pertinent research for program planning in the nursery school, kindergarten and grade 1, 2, and 3. Premises, concepts and methodology in light of teaching experience and current trends. Prerequisite: Student teaching and/or teaching experience in primary grades.
- 423 LABORATORY EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3) Implementation and practical application of early childhood education concepts. Direct classroom experience with children. Open only to summer session students not in the Early Childhood program during the regular college year. Prerequisite: Consent of instructor.
- 435 ADVANCED ART EDUCATION (3) Major art education problems at all levels; materials and skills in relation to classroom needs. Participation with children in the developing, planning and carrying through of projects. Prerequisite: 371.
- 452 PHILOSOPHY OF EDUCATION (3) Philosophic dimensions of the teaching-learning process, as discriminated and discussed by major philosophers and educational philosophers.
- 464 RECENT TRENDS IN TEACHING (3) Emerging concepts of teaching and organization for instruction. Prerequisite: 390 or senior standing with consent of instructor.
- 466 CONTEMPORARY ISSUES IN EDUCATION (3) Seminar approach to current issues in education. Prerequisite: 390 or senior standing with consent of instructor.

GRADUATE COURSES

- 505 EDUCATIONAL IDEAS IN HISTORICAL PERSPECTIVE (3) Current trends and issues in education as reflecting and influencing the social, economic, and political forces in our cultural heritage.
- 506 INTRODUCTION TO RESEARCH IN EDUCATION (3) Research as a method for solving problems. Contributions of research to education. Prerequisite: Undergraduate course in Tests and Measurements, or Elementary Statistics, or consent of instructor.
- 508 SEMINAR IN TEACHING ARITHMETIC (3) Analysis of new topics, techniques, and materials in arithmetic instruction. Prerequisite: Math 204 and 205, and Ed 334 or 363.
- 509 SEMINAR IN ELEMENTARY SCHOOL SCIENCE (3) Development and evaluation of science programs. Newer trends in elementary science education, a seminar paper, a series of specially designed experiences, or a research project is required of each student. Prerequisite: Biol 103, PhSc and 4 hours of elective science or consent of instructor.
- 510 SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES (3) Trends, content, issues, and materials involved in the teaching of social studies. Each student will be expected to explore in depth one aspect of the subject and present his findings to the group.
- 526 METHODS AND MATERIALS IN TEACHING READING IN THE ELEMENTARY SCHOOL (3) For teachers-in-service and other professional school personnel who have not had professional courses in reading such as 425 or 426. Covers trends in methods, materials, and individualized reading designs essential to the organization and administration of a functional reading program. Prerequisite: 364 and/or consent of instructor.

- 528 CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL (3) History of curriculum development in the elementary school; basic considerations affecting curriculum development; patterns of organization; objectives, practices, and evaluation; problems in curriculum development. Prerequisite: Baccalaureate degree and consent of instructor.
- 529 SEMINAR IN ELEMENTARY EDUCATION (3) Seminar approach to current practices and trends in elementary school curriculum, materials, methods, and organization. A seminar paper is required. Prerequisite: 9 hours of graduate work in education.
- 540 SEMINAR IN SUPERVISION (3) Role of the supervisor; supervisory practices and techniques. Students may concentrate in areas related to their professional interests. Prerequisite: Consent of instructor.
- 542 SEMINAR IN SECONDARY EDUCATION (3) Seminar approach to current practices and trends in secondary curriculum, materials, methods, and organization. Prerequisite: Nine hours of graduate work in the field of education.
- 550 LANGUAGE DEVELOPMENT AND READING IN EARLY CHILDHOOD EDUCATION (3) Emphasis on contemporary issues; advanced interpretative and critical evaluations of research in language development and reading instruction in light of basic needs, developmental levels, and individual differences in young children. Prerequisite: Undergraduate course in reading and consent of the Director of Professional Programs.
- 551 HOME, SCHOOL, COMMUNITY (3) The interaction between home and school in educational programs for young children; survey and evaluation of various techniques of conferencing and working with parents; study of various agencies contributing to the well-being of young children at home and at school. Prerequisite: A course in Sociology and consent of the Director of Professional Programs.
- 552 GROWTH AND DEVELOPMENT OF YOUNG CHILDREN (3) Study of findings of current research in growth and development of young children; methods of studying and evaluating behavior; implications of case study data for curriculum improvement. Prerequisite: Psych 501 and consent of the Director of Professional Programs.
- 568 CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL (3) Principles and philosophies of curriculum development; objectives, practices and evaluation trends; the teacher's role. Prerequisite: Consent of the instructor.
- 590 MASTER OF EDUCATION THESIS (3) Carefully executed investigation and accurate recording of a specific problem selected with reference to the student's professional goals and resources. Historical, descriptive, experimental, or action research can provide a single or multiple framework within which the student may work. Includes an outline of the proposed thesis submitted for inspection and approval by the Graduate Council, an application of techniques derived from the research course, and the guidance of Research Adviser.

PROJECT MISSION

Project Mission is a program designed to train teachers to teach in the inner city schools. A grant from the Ford Foundation made it possible for Towson, Morgan and Coppin State Colleges to join with the Baltimore City Public Schools in offering this specialized training. The curriculum is offered in an inner city school in Baltimore City with one half of the day spent in the classroom with a master teacher. The other half of a day is spent in the same schools with the project professors from the three colleges. Eligibility is limited to college seniors and graduate students with no teaching experience. Students receive stipends of between \$1100 and \$1225 annually in addition to a \$200 allowance to attend summer school for the purpose of taking courses required for graduation.

PROJECT MISSION COURSES (EDPM)

- 480-481 PSYCHOLOGICAL FOUNDATIONS (1,2) Psychological understanding needed for guiding the learning of disadvantaged children and youth. The values, attitudes, and aspirations as well as the cognitive learning style of disadvantaged students.
- 482-483 PSYCHOLOGICAL FIELD STUDIES (2,1) An adjunct experience for EDPM 480-481. Its purpose is to deepen the psychological background of inner city children through carefully planned contacts with resource persons and community agencies. Students will make case studies, participate in surveys and engage in other appropriate field experiences designed to help the intern assess the psychological needs of inner city children.
- 484-485 SOCIOLOGICAL FOUNDATIONS OF URBAN EDUCATION (1,2) Introduction to concepts and principles related to the social foundations in an urban environment. Planned to help students to relate themselves positively and functionally to the social aspects of education and to integrate these into their professional skills and attitudes.
- 486-487 FIELD EXPERIENCES IN SOCIOLOGICAL FOUNDATIONS OF URBAN EDUCATION (2,1) Relation of knowledge and theory about the social foundations of urban education to realistic situations. The student learns both through observation and experience.
- 488-489 COMMUNICATION SKILLS (1,2) Speech, semantics, linguistics and sentence structure, a communication model, and psychological aspects of communication.
- 490-491 METHODS AND MATERIALS IN ELEMENTARY EDUCATION (3,3) Focus on reading, diagnosis of disabilities, special concerns for the disadvantaged child, remediation techniques. Pedagogy, planning and organizing, presentation, evaluation, use of realia, and teaching the language arts.
- 492-493 METHODS AND MATERIALS IN SOCIAL STUDIES IN THE SECONDARY SCHOOLS (3,3) Teaching social studies at the junior high level to disadvantaged youth. In addition, attention is given to such topics as: the curricular organization of social studies, developing social studies skills, instructional planning, social studies materials and resources, and evaluation in the social studies.
- 494-495 METHODS AND MATERIALS — ENGLISH (3,3) Methods and materials which may be used in directing the language and literary experiences of disadvantaged adolescents. Emphasis is placed on creativity and imagination in developing new approaches to meeting the classroom needs of the disadvantaged. The course gives particular attention to techniques for developing skills in reading and oral communication.
- 496-497 SEMINAR IN INSTRUCTIONAL AIDS AND RESOURCES (0,0) Opportunities will be provided for the student to become acquainted with all types of instructional materials. As new instructional aids become available, students will examine and evaluate their usefulness in the instructional programs of educationally deprived children. In addition, resource personnel of the Baltimore City Department of Education, the cooperating colleges, and the community will be brought in to discuss their contributions to the improvement of the school programs of the disadvantaged child. Because of the nature of the course no credit is being offered.
- 498-499 INTERNSHIP IN TEACHING (5,5)

ENGLISH

Professors: BEVINS, CRABTREE, HENRY, LEWIS, SARGENT (*Chairman*),
THEARLE

Associate Professors: GUESS, HANSON, HUGHES, SHEETS, WRIGHT

Assistant Professors: COHEN, CRAVER, DOWLING, ECONOMOU, D. JONES,
MOMBERGER, PRATER, STAMBAUGH, TERNER

Instructors: BELL, BLAKENBURG, FRIEDMAN, GLEESON, GRIBBON, HAHN,
R. JONES, KEANEY, PATTERSON, SCHEYE, STEINGARTEN

ENGLISH MAJOR

To satisfy the requirements for the major a student must complete 36 semester hours of work in the departmental offerings in language, composition, and literature. This number includes the basic courses prescribed for all college students. The 36 hours will include 102-103, 204-205, 307, 308, and 18 hours elected from the other courses offered by the department. At least 6 of these elective hours must be on the 300 and at least 6 on the 400 level.

ENGLISH MINOR

To satisfy the requirements for a minor in English a student must complete 24 semester hours of work in the departmental offerings in language, composition, and literature. This number includes 102-103, 204-205, 307, 308 plus 6 elective hours on the 300 and 400 level.

A student who fulfills the requirements for a minor will at the same time meet the accreditation requirements for the teaching of English at the secondary level in the State of Maryland. The English Department urges every major or minor, and especially the prospective teacher, to include courses in advanced grammar, advanced exposition, and history and structure of the English language in his program. The English Department also strongly recommends the completion of two years of a foreign language.

ENGLISH COURSES PREREQUISITES

102-103 are prerequisite to all other English courses. 204 is prerequisite to 205 and all 300 and 400 numbered courses in literature. 205 is required of all students graduating after 1965. The prerequisites for all 400 courses are 102-103, 204-205, and at least 3 hours of 300 level literature courses.

ENGLISH COURSES (ENGL)

102-103 COMPOSITION AND INTRODUCTION TO LITERATURE (3,3) Review of grammar, writing of compositions, and reading of various forms of literature. Research paper required in second semester.

104 ACCELERATED FRESHMAN ENGLISH (3) Readings in expository and imaginative literature, short compositions, and a research paper. Open only to freshmen selected by the English Department on the basis of superior high school records and aptitude test scores; for them 104 replaces 102-103. Upon completion of 104 the student is eligible for sophomore courses in English, and he will complete the college requirements in English after passing 104, 204-205.

204-205 ENGLISH LITERATURE (3,3) First semester — Chaucer through Blake. Second semester — Wordsworth through T. S. Eliot.



- 210 INTRODUCTION TO FOLKLORE (2) Celtic and other types of folklore which provide a wide and varied background for literature.
- 215 THE BALLAD (2) The popular ballad as a literary form: its origin, sources, characteristics, and literary influence.
- 224 ELEMENTS OF FICTION (2) Techniques of fiction, with emphasis on the short story.
- 226 CLASSICAL MYTHOLOGY (2) Greek and Roman mythology. Use of mythology in English and American literature.
- 233 ELEMENTS OF POETRY (2) Versification, and the forms and purposes of poetry.
- 302 THE ENGLISH RENAISSANCE (3) Non-dramatic literature of the Elizabethan period. (Formerly 424)
- 303 NON-DRAMATIC ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY (3) Major English non-dramatic literature of the seventeenth century; the approach will be both critical and historical.
- 307 AMERICAN LITERATURE (3) Major writers from the Colonial Period to Walt Whitman.
- 308 AMERICAN LITERATURE (3) Major writers from Walt Whitman to 1900.
- 312 HISTORY OF THE DRAMATIC FORM (3) Dramatic form and the cultural forces which influenced it from the ancient Greek period to the Neo-Classic period.
- 313 HISTORY OF THE DRAMATIC FORM (3) Dramatic form and the cultural forces which influenced it from the Neo-Classic period to the late nineteenth century.
- 317 LITERARY BIOGRAPHY (3) Critical reading from the literary point of view of important biographies, principally English and American.
- 321 MODERN DRAMA (3) Critical reading of plays of the late nineteenth century and the twentieth century.
- 324 DEVELOPMENT OF THE ENGLISH DRAMA (3) History and development of English drama from the Middle Ages to the nineteenth century.
- 326 ADVANCED MYTHOLOGY (3) Reinterpretation of myths in selected nineteenth and twentieth century literature.
- 328 HISTORY AND LITERATURE OF THE OLD TESTAMENT (3) The chief books of the Old Testament and the Apocrypha studied from a literary and historical point of view.
- 331 ADVANCED EXPOSITION AND LITERARY RESEARCH (3) Study of expository style, with practice in criticism, analysis, and literary research.
- 332 ADVANCED GRAMMAR (2) English grammar, usage, and sentence structure on an advanced level.
- 333 READINGS IN WORLD LITERATURE (3) European writings in translation from the time of Homer to the Renaissance.
- 334 READINGS IN WORLD LITERATURE (3) European writings in translation from the Renaissance to 1900.
- 335 LITERATURE OF THE ENGLISH ROMANTIC PERIOD (3) Major writers, social and political background, important literary ideas, and criticism.
- 337 LITERATURE OF THE ENGLISH VICTORIAN PERIOD (3) Major writers, social and political background, important literary ideas, and criticism.
- 340 MEDIEVAL LITERATURE (3) English literature during the Middle Ages.
- 345 EIGHTEENTH CENTURY ENGLISH PROSE AND POETRY (3) Major eighteenth century English prose and poetry; the approach will be both critical and historical. The novel will not be studied.
- 348 MAJOR AMERICAN POETS (3) A study of American poetry from the beginning to 1910, with emphasis on Taylor, Emerson, Poe, Whitman, Dickinson, and Robinson.

- 383 IMAGINATIVE WRITING (3) The art of imaginative expression. Writing of articles, short stories, and the other creative forms. Prerequisite: Consent of the instructor.
- 405 LITERARY CRITICISM (3) History and principles of literary criticism. Specified prerequisites and consent of instructor.
- 407 MODERN POETRY (3) Work of the important twentieth century poets. (Formerly 319).
- 408 MODERN FICTION (3) Work of the important twentieth century writers of fiction. (Formerly 320)
- 410 CHAUCER (3) A study of the major poetry.
- 412 MILTON (3) A study of the poetry and major prose works.
- 415 SHAKESPEARE (COMEDIES) (3) Shakespeare's development as a poet and a dramatist during the period of the comedies and historical plays. Consent of instructor for any exception to prerequisite of 300 level course. (Formerly 315)
- 416 SHAKESPEARE (TRAGEDIES) (3) The great tragedies and the late romantic comedies of Shakespeare. Consent of instructor for any exception to prerequisite of 300 level course. (Formerly 316)
- 422 DEVELOPMENT OF THE ENGLISH NOVEL (3) History and development of the English novel through the eighteenth century.
- 423 DEVELOPMENT OF THE ENGLISH NOVEL (3) History and development of the English novel through the nineteenth century.
- 425 THE AMERICAN NOVEL FROM HAWTHORNE TO THE PRESENT (3) (Not open to students who have taken 323 or 347)
- 430 HISTORY OF THE ENGLISH LANGUAGE (3) Changes and reasons for the changes in grammar, sound, and vocabulary of the language, from Old English to modern times.
- 431 STRUCTURE OF THE ENGLISH LANGUAGE (3) A linguistic approach to sounds, forms, syntax, and usage.
- 440, 441 SEMINAR IN ENGLISH STUDIES (3,3) Thorough study of one major area of English or American literature (author, period, movement, etc.) not available through other electives. Areas covered will vary from semester to semester. Emphasis on research and scholarly writing, with extensive research paper required. Available for graduate credit. Open only to seniors and, with consent of the instructor, to juniors having an exceptionally strong background in English. May be taken one or two semesters. Prerequisite: At least 6 semester hours in English electives above the 200 level and consent of instructor.

GEOGRAPHY

Professors: BEISHLAG, FIRMAN (*Chairman*)

Associate Professors: CRITENDEN*, DIFFENDERFER, MARTIN

Instructors: R. HANSON, THALLER, WEAVER*

The Department offers a major or minor in geography. The purpose of the major is to encourage the student to explore the discipline in some depth. Such investigation, performed well, leads to an appreciation of the structure and function of the area, prepares the student for graduate work, and offers excellent background for many careers, particularly teaching and certain types of government service. The student is also expected to take correlative courses which broaden his academic background and offer valuable insights into the subject.

Students not interested in specialization may elect the social studies interdisciplinary major listed in Department of Political Science, Sociology, and Economics.

GEOGRAPHY MAJOR

Thirty credit hours are required as a minimum for the major in geography, including fourteen or fifteen hours of required courses and fifteen or sixteen hours of electives. The required courses are 103, 104, 230, 316, and one of the following: 330, 331, 395, 413.

GEOGRAPHY MINOR

Twenty-four credit hours are required as a minimum for the minor in geography, including fourteen or fifteen hours of required courses (the same as for the major) and nine or ten hours of electives.

* Part time.

GEOGRAPHY COURSES (GEOG)

- 103 ELEMENTS OF GEOGRAPHY (3) Elements of man's environment and the changes resulting from natural and human agencies; map reading and interpretation.
- 104 ELEMENTS OF GEOGRAPHY (3) Man in his regional settings with emphasis on the inter-relationships of physical and cultural phenomena. Normally 103 is a prerequisite.
- 230 GEOGRAPHY OF ANGLO-AMERICA (3) Common social, economic and political interests of the major regions of the United States and Canada. The culture patterns of each region in relation to the natural settings in which they have developed. Prerequisite: 103 and 104, or consent of instructor.
- 300 INTERPRETATION OF AERIAL PHOTOGRAPHS (2) Reading and interpretation of aerial photographs. The application of the aerial photograph in the fields of geography, geology, and photogrammetry. One hour lecture, two hours laboratory per week. Prerequisite: Consent of instructor.
- 309 GEOGRAPHY OF LATIN AMERICA (3) Aerial distribution and character of the economic activities in various Latin American countries in relation to physical and cultural features. Resources and problems of their development; importance of foreign trade to the economy; relationship with the United States. Prerequisite: 103 and 104, or consent of instructor.
- 311 GEOGRAPHY OF EUROPE (3) Regional analysis and appraisal of the human geography and natural resources of Europe. Problems of nationality, economic development, and cultural conflicts. Prerequisite: 103 and 104, or consent of instructor.
- 314 GEOGRAPHY OF SOUTHERN AND SOUTHEASTERN ASIA (3) Regional studies of the physical and cultural foundations of India, Pakistan, Ceylon, Philippines, and Indonesia. Principal human and economic resources, problems of development, and role in world affairs. Prerequisite: 103 and 104, or consent of instructor.
- 315 GEOGRAPHY OF EASTERN ASIA (3) Regional studies of the physical and cultural foundations in China, Japan, and Korea. Emphasis upon human and economic resources, and role in world affairs. Prerequisite: 103 and 104, or consent of instructor.
- 316 ECONOMIC GEOGRAPHY (3) Regional distribution of the world's resources, industries, and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing and commerce in relation to the geographic environment. Prerequisite: 103 and 104, or consent of instructor.
- 318 GEOGRAPHY OF AFRICA (3) Material resources and human geography of Africa. Problems of economic development, nationality and cultural conflicts. Prerequisite: 103 and 104, or consent of instructor.
- 319 GEOGRAPHY OF THE USSR (3) Physical and cultural patterns and their bearing on the Soviet Union as a world power. Regional distribution and use of natural and human resources in agriculture and industry. Problems in economic development and production. Prerequisite: 103 and 104, or consent of instructor.
- 320 HISTORY AND GEOGRAPHY OF MARYLAND (3) Political, social and economic development of the state and its relation to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips. Field trip expenses about \$15.00, payable when trips are taken.
- 330 CARTOGRAPHY (2) Practical exercises in cartography and in graphic presentation of statistical material. Prerequisite: 103 and 104, or consent of instructor.
- 331 POLITICAL GEOGRAPHY (3) Effect of political groupings upon man's use of the world, and of the influence of the geographic base upon political power. Prerequisite: 103 and 104, or consent of instructor.
- 390 GEOGRAPHY OF AUSTRALIA AND OCEANIA (3) Regional approach in analyzing and interpreting the physical and cultural patterns, natural resources, current problems, and strategic importance of the Pacific world. Prerequisite: 103 and 104, or consent of instructor.



- 395 CLIMATOLOGY (3) Character, causes, and distribution of climatic types. Emphasis upon world patterns.
- 401 GROWTH OF GEOGRAPHIC THOUGHT (3) History, nature, and methodology of geography as a discipline. Analysis of schools of geographic thought; critical evaluation of important geographic works. Prerequisite: 103 and 104, or consent of instructor.
- 413 URBAN GEOGRAPHY (3) Survey of the structure, functions, forms, and development of urban units. Emphasis upon the locational features of social, economic, and cultural phenomena. Field work. Prerequisite: 103 and 104, or consent of instructor.
- 425 MAP READING AND INTERPRETATION (2) Principal types of maps and their uses. Emphasis on understanding map components and the range of physical and cultural phenomena indicated on maps. Includes selected exercises which illustrate the analytical and graphical values of maps. Prerequisite: 103 and 104, or consent of instructor.
- 430 SEMINAR: PROBLEMS IN GEOGRAPHY (3) Reading and research in selected problems in the field of geography. Prerequisite: At least 12 hours of Geography and consent of instructor.
- 480 DIRECTED READING IN GEOGRAPHY (3) Independent reading in selected areas of geography. Open by invitation of the Geography Department to students taking a major or minor in geography. Prerequisite: 15 hours in geography and a minimum average of 3.00 in geography courses.
- 490 EUROPEAN STUDIES (3-6) (Summer only) See History 490 for course description.
- 491 ANGLO-AMERICAN STUDIES (3-6) (Summer only.) A field course for the purpose of studying selected regions of the United States and Canada. Early registration is required. Prerequisite: 230, Hist 221-222 or consent of instructor.
- 498 LOCAL GEOGRAPHY (4) An examination of the local environment using Baltimore as a type study and emphasizing weather and map interpretation. Field trips. *Taught only in summer institutes.*
- 499 CULTURAL GEOGRAPHY (4) Cultural regions of the world and their interaction with physical environments. *Taught only in summer institutes.*

Attention is also called to the following courses:

- 332 COMPARATIVE ECONOMIC SYSTEMS (Economics Department)
- 386 POPULATION STUDIES (Sociology Department)



HEALTH EDUCATION

Professor: BIZE (Chairman)

Assistant Professors: BLEUL, REITENBACH, RODGERS

The health education courses deal with the basic needs of the human organism for health, growth and development, and stress the responsibility of the individual for maintaining his own health and contributing to that of others.

HEALTH COURSES (HEAL)

- 115 FIRST AID (1) Designed for people who may be called upon to give first aid care in the course of their daily activities. Course content of the American Red Cross Standard and Advanced First Aid courses is included. Red Cross First Aid certificates awarded. Two hours per week.
- 205 CURRENT HEALTH PROBLEMS (2) Selected individual and community health problems.
- 310 PRINCIPLES AND PRACTICES IN PUBLIC HEALTH (3) Principles and practices in the field of public health, and the organization and administration of various agencies. Major public health problems.
- 350 NUTRITION (3) A basic course covering the chemical nature and utilization of nutrients; the composition, digestion, absorption of foods; and the normal nutritional requirements of the human body, with attention to the relationship between nutrition and general health. Pre-requisite: Chem 206, 207, or consent of instructor.
- 405 SCHOOL HEALTH MATERIALS (2,3) Materials for the teaching of health, the place of health in the school program, and coordination of the work of teachers and school health services. Techniques for encouraging desirable health habits and for observing the health of the child in the classroom. Prerequisite: 205.



HISTORY

Professors: BLUMBERG, FALCO, HILL, MATTHEWS, McCLEARY

Associate Professors: ANDREWS, KAHL (*Acting Chairman*)

Assistant Professors: COX, KARWAKI, LAREW, RYON, SAPIO

Instructors: PIOTROWSKI, RIVERS

The Department offers a major and a minor. The purpose of the major is to encourage the student to explore in some depth the study of history. Such investigation, performed well, leads to an appreciation of the structure and function of the discipline, prepares the student for graduate work, and offers excellent background for many careers, particularly teaching and certain types of government service. The student is also expected to take correlative courses which broaden his academic background and offer valuable insights into his major subject. The History Department also strongly recommends the completion of two years of a foreign language.

Students not interested in specialization may be interested in the interdisciplinary major in social science listed in Department of Economics, Political Science and Sociology.

Requirements for the major:

Thirty credit hours are required as a minimum for the major in history, including fourteen hours of required courses and sixteen hours of history electives. The required courses are History 121, 122, 221, 222 and 299.

Requirements for the minor:

Twenty-four credit hours are required as a minimum for the minor in history, including twelve hours of required courses and twelve hours of electives. The required courses are History 121, 122, 221 and 222. At least six hours of electives must be 300 or 400 level courses.

HISTORY COURSES (HIST)

European and World History

- 121 HISTORY OF WESTERN CIVILIZATION (3) Political, economic, social, and intellectual forces which have shaped the pattern of western life from post Roman times to 1648.
- 122 HISTORY OF WESTERN CIVILIZATION (3) Continuation of 121 from 1648 to present. Prerequisite: 121.

- 214 BIOGRAPHICAL STUDIES IN WORLD HISTORY (2) Biographical study of selected figures in the history of world civilization since 1648. Prerequisite: 121.
- 215 BIOGRAPHICAL STUDIES IN WORLD HISTORY (2) Biographical study of selected figures in the history of world civilization since 1648. Prerequisite: 122.
- 260 THE ANCIENT NEAR EAST AND GREECE (3) Early Stone Age Man, and the rise and fall of the civilizations of the Near East and Greece.
- 261 THE ROMAN WORLD (3) Emergence of republican Rome, her conquest of the Mediterranean World, and the emergence and decline of the Empire.
- 303 SURVEY OF ENGLISH HISTORY TO 1783 (3) Evolution of the political, legal, social, economic, and cultural institutions of England and the spread of the Empire overseas. The triumph of Parliament over the monarchy and the development of individual rights of Englishmen. Prerequisite: 121 and 122.
- 304 BRITISH HISTORY SINCE 1783 (3) Struggle against France, the Industrial Revolution, and the rise of the bourgeoisie to political control. The spread of empire, the symbolism of the Victorian era, and the evolution of democratic processes. Prerequisite: 121 and 122.
- 328, 329 ECONOMIC HISTORY OF EUROPE (3,3) The modern economic institutions of Western Europe. The commercial revolution; industrial revolution; the age of mass production and technology. To 1750; since 1750. Prerequisite: 121 and 122.
- 357, 358 MEDIEVAL CIVILIZATION (3,3) The principal currents of political, social, intellectual, and artistic development in medieval Europe. The early middle ages to about 1100; the high middle ages — 1300 to 1500. Prerequisite: 121 and 122.
- 362 RENAISSANCE AND REFORMATION (2-3) Social and intellectual changes in Western Europe between 1350 and 1650 which mark the transition from the medieval to the modern world. Prerequisite: 121 and 122.
- 363 EUROPE 1648-1815 (3) European state system and the expansion of European civilization; intellectual growth and class relationships culminating in the French Revolution and Napoleon. Prerequisite: 121 and 122.
- 364 EUROPE 1815-1914 (3) Major economic, political, social and intellectual currents of the period. The effects of the industrial revolution, the development of nationalism and imperialism, and the origins of the first world war. Prerequisite: 121 and 122.
- 420 SEMINAR IN EUROPEAN HISTORY (3) Reading and research dealing with a phase of history to be selected by the instructor; considerable attention to sources and historiography. Prerequisite: 121, 122, 221, 222 and consent of instructor.
- 422 EUROPE SINCE 1914 (3) Events leading to World War I, the course of the conflict, and the peace which followed. The rise of conflicting political ideologies between wars; the origins, strategies, and results of World War II. The material achievements of the modern age. Prerequisite: 121 and 122.
- 423 RUSSIA TO 1917 (3) From Kiev Rus to the fall of the Romanov dynasty. Prerequisite: 121 and 122 or consent of instructor.
- 424 SOVIET UNION SINCE 1917 (3) From the fall of the Tsarist regime and the Bolshevik Revolution to the present. Prerequisite: 121 and 122 or consent of instructor.
- 428 FRANCE: 1763-1871 (3) Old Regime and the impact of successive revolutions upon French society. Emphasis upon the role of France in the growth of European liberalism and nationalism. Prerequisite: 121 and 122.
- 433, 434 EUROPEAN SOCIAL AND INTELLECTUAL HISTORY (3,3) Development of modern European thought, stressing science, political and social thought, and philosophy, with attention given to their impact on society. 17th and 18th centuries; 19th and 20th centuries. Prerequisite: 121 and 122 or consent of instructor.
- 435 MODERN WESTERN COLONIALISM (2-3) Expansion of Western culture and institutions with particular reference to their effects on the peoples of Asia and Africa in the period since 1870. Prerequisite: 121 and 122.

- 437 A HISTORY OF DIPLOMACY (3) Evolution from its origins to the present with emphasis on the modern period. Historic changes which shifting ideologies and new technologies have wrought in the role of the diplomat. Prerequisite: 121 and 122 or 221 and 222.
- 460 MODERN GERMANY, 1871-1945 (3) Brief topical analysis of the 19th century background. Concentration on the Bismarckian Empire, Weimar Republic and the Third Reich, emphasizing the interrelationships between internal developments and Germany's role in Europe and the world. Prerequisite: 121 and 122.
- 490 EUROPEAN STUDIES (3-6) Travel and study program in selected parts of Europe designed for the mature student. Examination of the nature of modern Europe and the historical and geographical processes that produced European Civilization. For enrollment procedure, write to Chairman, History Department or Geography Department early in the fall of academic year preceding the summer of intended study. Prerequisite: Year survey course in Western Civilization and year survey course in Geography or consent of instructor. (Summer only)

History of the Americas

- 216 BIOGRAPHICAL STUDIES IN AMERICAN HISTORY (2) Biographical study of selected figures in American history to 1865. Prerequisite: 221.
- 217 BIOGRAPHICAL STUDIES IN AMERICAN HISTORY (2) Biographical study of selected figures in American history since 1865. Prerequisite: 222.
- 221 HISTORY OF THE UNITED STATES (3) Political, economic, social, and cultural forces which have shaped the pattern of life in the United States from the founding of the colonies to 1865.
- 222 HISTORY OF THE UNITED STATES (3) Continuation of 221 from 1865 to the present. Prerequisite: 221.
- 320 HISTORY AND GEOGRAPHY OF MARYLAND (3) Political, social and economic development of the state and its relations to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips. Field trip expenses about \$15.00, payable when trips are taken. Prerequisite: 221 and 222, and Geog 103 and 104.
- 321 LATIN AMERICAN HISTORY TO 1820 (3) Spanish and Portuguese colonization of the New World. Natural resources, government, economic and social life, and the War of Independence. Prerequisite: 121 and 122 or 221 and 222.
- 322 LATIN AMERICAN HISTORY SINCE 1820 (3) Origin, political growth, and economic development of the Latin American republics, with emphasis upon present-day conditions. Prerequisite: 321.
- 333, 334 ECONOMIC HISTORY OF THE UNITED STATES (3,3) American economic development from the colonial period to the present, with an emphasis upon trends and problems of contemporary importance. Colonial times to 1865; 1865 to present. Prerequisite: 221 and 222.
- 345 THE AMERICAN COLONIES: 1492-1763 (3) Founding and the political, economic, and social development of the American colonies. Prerequisite: 121 or 221; or consent of instructor.
- 346 THE EARLY NATIONAL PERIOD (3) The United States from the Constitutional Convention to the Election of 1820. The Federalist Decade and the Jeffersonian Era. Prerequisite: 221 and 222.
- 347 THE JACKSONIAN ERA (3) The United States from 1815 to 1845; political, social, and economic currents of the period. Prerequisite: 221.
- 348 SECTIONALISM AND THE CIVIL WAR (3) Sectionalism, secession, and the Civil War, from 1840 to 1865. Prerequisite: 221 and 222.
- 349 RECONSTRUCTION AND THE NEW NATION (3) Political, economic and social aftermath of the Civil War: reconstruction and the rise of modern America, 1865-1900. Prerequisite: 221 and 222.
- 352 DIPLOMATIC HISTORY OF THE UNITED STATES (3) Relations with Europe, Latin America, and the Far East, as well as with the newly emerging states of Africa and Asia. Prerequisite: 221 and 222.

- 402, 403 CONSTITUTIONAL HISTORY OF THE UNITED STATES (3,3) Development of American constitutionalism in theory and practice. Prerequisite: 221 and 222.
- 413 AMERICAN INTELLECTUAL HISTORY TO 1859 (3) Main issues in American thought from the colonial period to the publication of Darwin's *Origin of the Species*. Emphasis on religion, political theory and literature. Prerequisite: 221 or Engl 307 or consent of instructor.
- 414 AMERICAN INTELLECTUAL HISTORY SINCE 1859 (3) Main issues in American thought from the publication of Darwin's *Origin of the Species* to contemporary times. Emphasis on religion, social theory, literature and philosophy. Prerequisite: 222 or Engl 308 or consent of instructor.
- 415 SOCIAL HISTORY OF THE UNITED STATES (3) Everyday life of Americans from the seventeenth century to the present. Prerequisite: 221 and 222.
- 416 RECENT HISTORY OF THE UNITED STATES (3) Economic, social and political history of the United States since 1900. Prerequisite: 221 and 222.
- 417 THE NEGRO IN AMERICAN HISTORY (3) History of Americans of African ancestry from colonial days to the present. Emphasis on the impact of American history on the Negro and his role in the development of America. Prerequisite: 221 and 222.
- 420 SEMINAR IN AMERICAN HISTORY (3) Reading and research dealing with a phase of history to be selected by the instructor; considerable attention to sources and historiography. Prerequisite: 121, 122, 221, 222 and consent of instructor.
- 421 THE AGE OF THE AMERICAN REVOLUTION (3) Selected problems of the Revolutionary and Constitutional periods. The technique and methodology of historical research and writing. Prerequisite: 221 and 222 and consent of instructor.

History of Africa, Asia

- 365 HISTORY OF EASTERN ASIA SINCE 1500 (3) East Asian societies, the history of their penetration by Western powers, and the intersection between East and West as the background of current problems in Asia and the world. Prerequisite: 121 and 122.
- 367 HISTORY OF SOUTH ASIA TO 1763 (3) A survey of the history of India from Vedic times to the beginning of the British Raj. Prerequisite: 121 and 122.
- 368 HISTORY OF SOUTH ASIA SINCE 1763 (3) Review of Indian history from 1763 to the present, the colonial experience, rise of the Congress Party and problems of government. Prerequisite: 121 and 122.
- 430 SUB-SAHARAN AFRICA (3) Selected aspects of the development of African cultures, emphasizing changing assumptions and interpretations and the contributions of other disciplines to the reconstruction of Africa's past. Prerequisite: 121, 122, 221, and 222; or consent of instructor.
- 591 SEMINAR IN ASIAN CIVILIZATION (3) Modern problems of East and South Asia. Prerequisite: 18 hours in history and allied fields; or teachers of history with a minimum of three years of teaching experience in history; and the consent of the instructor.

Special Courses for Majors

- 299 HISTORIOGRAPHY AND BIBLIOGRAPHY (3) Survey of philosophies of history; the development of history as a discipline; methods of research and writing with particular attention to sources of information. Required of majors. Prerequisite: Declaration of a history major or consent of the department chairman.
- 485 DIRECTED READING IN HISTORY (3) Independent reading in selected areas of history. Open by invitation of the Department to students taking a major or minor in history. Prerequisite: 15 hours in history and a minimum average of 3.00 in history courses.

MATHEMATICS

Professor: VOLPEL

Associate Professors: ARCHER (*Chairman*), BECKEY, HASTE, ZIPP

Assistant Professors: CHEN, DUSTIRA, FISCHER, GORDON, HANSON,
ILGENFRITZ, RIGGLEMAN, WALLER, ZIMMERMAN

Instructors: JEFFERS, KAPLON

The mathematics curriculum provides opportunities for students to deepen and strengthen their understanding of the basic concepts of mathematics, to study the applications of mathematics, to survey the role of mathematics in the development of civilization, and to profit from the discipline it develops.

The three credits required for graduation should be earned as follows: Students who expect to major or minor in mathematics and students majoring in certain branches of science should select Math 111, or 119, or equivalent. Students who major in Early Childhood Education or Elementary Education programs are required to take Math 204. All other students such as arts and science majors and teacher education students, not planning to teach mathematics, will take Math 201, or Math 111.

MATHEMATICS MAJOR

A major in mathematics prepares a student for teaching secondary school mathematics, for graduate work in mathematics, and for fields of work requiring a mathematically-trained mind.

A Liberal Arts major in mathematics is required to take the following: Math 206, 223, 224, 335, 339, 431, 445, plus three more courses at the 300-400 level, not including Math 328.

A mathematics major in Secondary Education is required to take Math 111, 112, 113 in the freshman year or Math 119. Then he should take Math 206, 223, 224, 328, 431, plus enough 300-400 level courses for a total of 33 hours of mathematics.

All students majoring in mathematics must complete a year of Physics 211 and 212, preferably in the sophomore year. This credit in physics, plus Biol 103, will satisfy the science requirements for graduation.

MATHEMATICS MINOR

A minor in mathematics enables a student to meet the subject-matter requirements for a high school teacher's certificate to teach mathematics. The minor consists of 24 credit hours, including Math 111, 112, 113 the freshman year or 119. Then 206, 223, 224, and enough courses for a total of 24 hours.

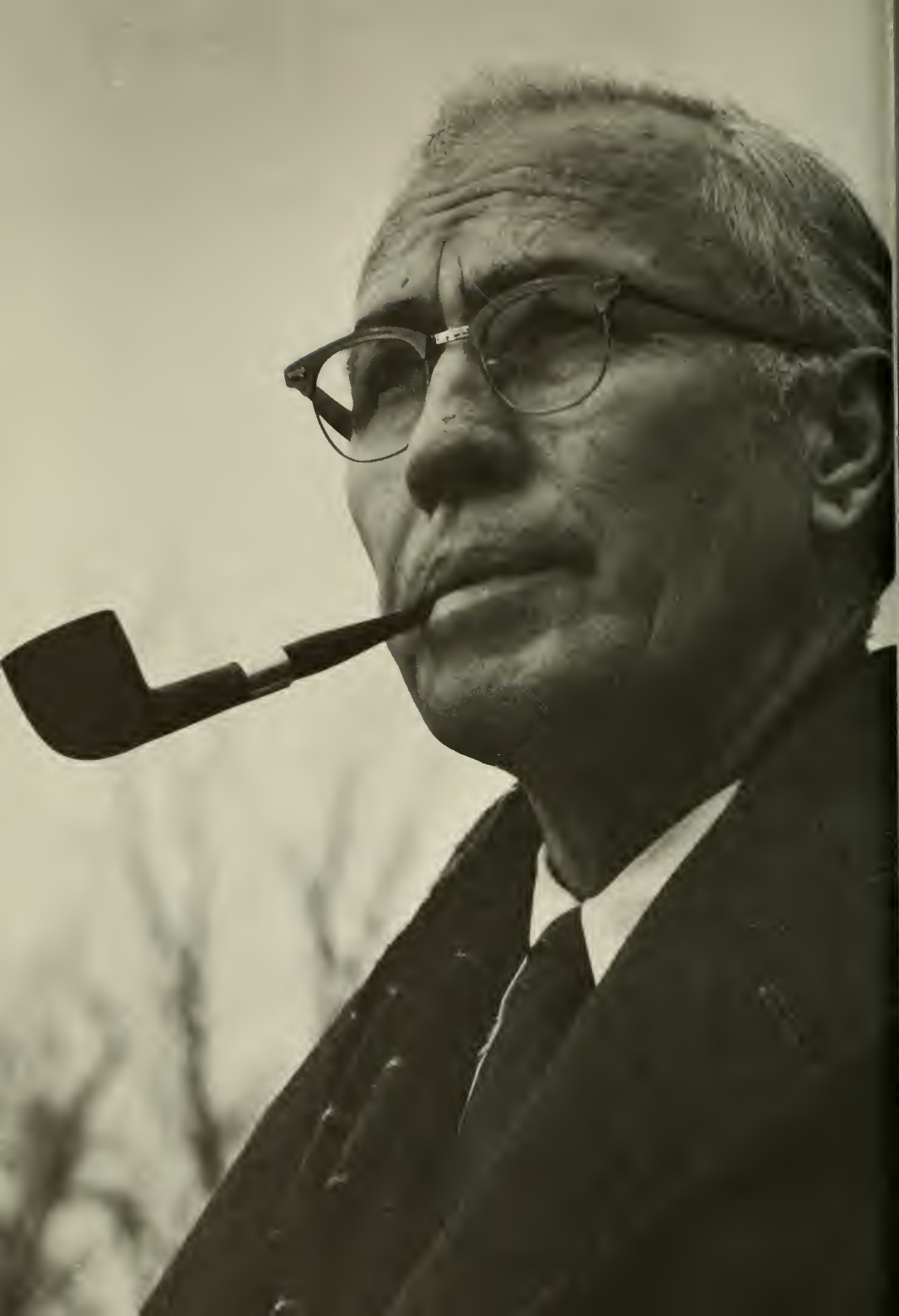
MATHEMATICS COURSES (MATH)

- 110 INTERMEDIATE ALGEBRA (3) Function concept, equations of higher order, graphs of equalities and inequalities, exponents and radicals, logarithms, and problem-solving. (Will not count toward a major or minor in mathematics.) Prerequisite: One year of high school algebra.
- 111 COLLEGE ALGEBRA (3) Basic algebraic principles, elementary theory of equations, variation, progressions, probability, and determinants. Proofs are stressed. Prerequisite: 110 or two years of high school algebra. (Satisfies mathematics requirement for degree.)
- 112 TRIGONOMETRY (3) Trigonometric functions, identities, equations, inverse functions, graphs, solution of triangles, and logarithms. Prerequisite: Plane geometry and 111' (111 may be taken concurrently with 112).
- 113 ANALYTIC GEOMETRY (3) Geometry of the straight line, circle, conics, and certain higher plane curves, transformation of axes, polar coordinates, parametric equations, polar equations. Prerequisites: Plane geometry, 111 and 112 (112 may be taken concurrently with 113).
- 119 PRE-CALCULUS (3) Elementary functions and their graphs including polynomial, exponential, logarithmic, and trigonometric functions; two and three dimensional analytic geometry. Prerequisite: Three years of college preparatory math including Trigonometry and Analytic Geometry with minimum grade of B in each course.
- 201 ELEMENTS OF MATHEMATICS (3) Logic and proof, algebraic properties of number systems, functional relationships; geometric systems. (Not open to mathematics majors.) Prerequisite: One year high school algebra. (Satisfied math requirement for degree.)
- 204 FUNDAMENTAL CONCEPTS OF ARITHMETIC (3) Origins of numbers, structure of a positional number system, principles underlying the fundamental operations, and computations with approximate numbers. Prerequisite: One year high school algebra. (For Early Childhood and Elementary Education students only. Satisfied mathematics degree requirement for these students.)
- 205 GENERAL COLLEGE MATHEMATICS (3) Elements of algebra, basic geometry, graphs, applications of per cent, proportion and variation, right triangle relationships, logarithms, elementary statistics, and new topics in mathematics. Prerequisite: 204. (Required of all Early Childhood Education and Elementary Education students. Not open to others.)
- 206 FUNDAMENTALS OF MATHEMATICS (3) Elementary logic, mathematical induction, introduction to algebraic systems, development of systems of integers, and rational numbers. Prerequisite: 111, or 119, or equivalent.
- 210 BASIC STATISTICS (3) Frequency distributions, percentiles, index numbers, measures of central tendency and variability, sampling theory, normal curve, tests of hypotheses, predictions, and correlations. (Will not count toward mathematics major.) Prerequisite: 111.
- 211 MATHEMATICS OF FINANCE (3) Compound interest and discount, amortization, sinking funds, annuities, and elements of insurance. Prerequisites: 111, or 119, or equivalent. (Credit cannot be applied toward a mathematics major.)
- 223 CALCULUS, DIFFERENTIAL (3) Functions and limits, differentiation of algebraic functions, differentiation of transcendental functions, indefinite and definite integrals, integration, Taylor's formula, and applications. Prerequisite: 113, or 119, or equivalent.
- 224 CALCULUS, INTEGRAL (3) Continuation of 223. Prerequisite: 223.

- 301 STATISTICS AND PROBABILITY I (3) Measures of central tendency, variability, index numbers, regression and correlations, time series analysis, sampling distributions and theory, tests of significance and confidence limits, tests of hypotheses. Prerequisite: 224. (224 and 301 may be concurrent.)
- 302 STATISTICS AND PROBABILITY II (3) Probability in sample spaces, random variables, discrete, continuous, and joint distributions. Bayesian inference, Chebyshev's Theorem, Central Limit Theorem. Prerequisite: 301.
- 325 ELEMENTS OF GEOMETRY (3) New concepts in geometry with new definitions, vocabulary, and techniques. Constructions and scale drawings, and review of computations in mensuration. Prerequisites: 204 and 205. (Not open to mathematics majors.)
- 328 ELEMENTARY GEOMETRY FROM AN ADVANCED STANDPOINT (3) Plane and space geometry, advanced Euclidean geometry, hyperbolic geometry, postulational methods, isometrics, geometric inequalities and incidence theorems. Prerequisite: 206 and 223. (Required of all Secondary Education majors.)
- 331 COLLEGE GEOMETRY (3) Advanced Euclidean geometry including loci, pedal triangles, harmonic ranges, quadrangles, cyclic quadrilaterals, poles and polars, and inversion. Prerequisite: 223.
- 333 THEORY OF EQUATIONS (3) Complex numbers, properties of polynomials, cubic and quartic equations, algebraic criteria for curve-sketching, determinants, and solution of systems of linear equivalents. Prerequisite: 223.
- 335 INTERMEDIATE CALCULUS (3) Further study of limits, continuity, infinite series, partial derivatives, and multiple integrals. Prerequisite: 224.
- 339 LINEAR ALGEBRA (3) Matrix theory, linear transformation, and vector algebra. Prerequisite: 206 and 224.
- 431 ALGEBRAIC STRUCTURES (3) Groups, rings, fields, integral domains, polynomial rings, Peano axioms, development of real number systems. Prerequisite: 206 and 223. (Required of all majors.)
- 433 ABSTRACT ALGEBRA (3) Extension of the concepts of *Algebraic Structures*. Prerequisite: 431.
- 437 DIFFERENTIAL EQUATIONS (3) Solutions of ordinary and partial differential equations. Prerequisite: 335
- 440 NUMERICAL ANALYSIS (3) Error analysis, interpolation, numerical solutions of algebraic equations and systems of algebraic equations, numerical integration and differentiation, illustrations and use of computer languages. Prerequisite: 335.
- 445 ADVANCED CALCULUS I (3) Euclidean spaces, norms, compact and connected sets in metric spaces, Heine-Borel theorem, Wierstrauss theorem, numerical sequences and series, continuity and uniform continuity. Prerequisite: 335.
- 446 ADVANCED CALCULUS II (3) Differentiation, mean value theorems, differentiation of vector-valued functions, Riemann-Stieltjes integral, sequences and series of functions, Stone-Wierstrauss theorem, functions of several variables. Prerequisite: 445.
- 451 TOPOLOGY (3) General topological spaces; limits; continuity; separation axioms; Hausdorff, regular and compact spaces; distance functions and metric spaces. Prerequisite: 445.
- 480 READINGS IN MATHEMATICS EDUCATION (2-3) Directed study for the teacher of secondary school mathematics.

Descriptions for the following mathematics education courses will be found under course list of the Education Department.

- 334 TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION
- 363 TEACHING ARITHMETIC IN ELEMENTARY SCHOOL
- 387 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL
- 508 SEMINAR IN TEACHING ARITHMETIC



MODERN LANGUAGES

Professors: VIDAL, LLECHA

Associate Professors: MAGILL (*Chairman*), SABIN

Assistant Professors: BETTS, CACOSSA, HAUPT, LOEUILLET

Instructors: GIRO, HURWITZ, OLSON

The purposes of the Modern Language Department are to offer language electives to all students of the college, to offer the requirements for the teaching of a modern foreign language, and to offer a major or minor in French, German, and Spanish to students interested in acquiring reading comprehension and ability to converse with intelligibility in one or more of these languages. Russian and Italian courses are offered on the lower levels and will be expanded as required by interest.

LANGUAGE MAJOR

A major consists of a minimum of 24 credit hours beyond the intermediate level in the major language, of which no more than half may be transferred from other colleges. Majors in each of the languages now offered consist of the following:

French: Intermediate level or the equivalent; and FREN 301, 302; 303, 304; and 12 hours of credits in other French courses on the 300 or 400 level.

German: Intermediate level or the equivalent; and GERM 301, 302; 303, 304; and 12 hours of credit in other German courses on the 300 or 400 level.

Spanish: Intermediate level or the equivalent; and SPAN 301, 302; 303, 304; and 12 hours of credit in other Spanish courses on the 300 or 400 level.

LANGUAGE MINOR

A minor consists of the teaching certificate requirements of the Maryland State Department of Education. These are either (a) 24 hours of college credit

in the particular language, or (b) 18 hours if two or more years were absolved in a secondary school after the ninth grade. In addition, Education 397 is required of teacher candidates.

POLICIES CONCERNING LANGUAGE

The second semester of an elementary or intermediate language course must be completed successfully before credit is granted for the first semester's work.

The completion of the intermediate level, or its equivalent, is required of all candidates for the Bachelor of Arts degree. The intermediate level may be met by (a) completing two or more years of the language in high school plus the intermediate level course in college, (b) completing the elementary and intermediate level course in the language in college, (c) successfully completing an equivalence examination administered by the Language Department at Towson State College.

Students who present two or more years of a language from high school and wish to continue in that language are normally placed in the intermediate course in college, since the college elementary course would be a repetition of the work already taken in high school; these students may not receive college credit for the elementary course without permission from the department. Qualified students may enroll in the advanced courses (300 level) as a result of placement tests. These placement tests, administered by the Towson State College Language Department, should be taken prior to the student's first registration in the college.

FRENCH COURSES (FREN)

- 101-102 FRENCH: ELEMENTS (3,3) A thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation. (formerly 151-152).
- 201-202 FRENCH: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Prerequisite: 101-102 or equivalent. (formerly 251-252).
- 301, 302 HISTORY OF FRENCH LITERATURE (3,3) French literature from Chanson de Roland to the present. Prerequisite: 201-202 or equivalent. (formerly 356, 357).
- 303, 304 ADVANCED CONVERSATION AND COMPOSITION (3,3) Conversation and composition beyond intermediate level. Prerequisite: 201-202 or equivalent. (formerly 351, 352).
- 321 FRENCH CULTURE AND CIVILIZATION (3) A brief survey of the history, geography, and institutions of France. Prerequisite: 201-202 or equivalent.
- 401 ADVANCED FRENCH GRAMMAR (3) French syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Prerequisite: 303, 304. (formerly 459).
- 405 FRENCH LITERATURE OF THE SIXTEENTH CENTURY (3) Principle works of the major writers, of the sixteenth century with special attention to Rabelais, the Pleiade, and Montaigne. Prerequisite: 301, 302 or equivalent.
- 407 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY (3) Principal works of the major writers in poetry, drama, philosophy, criticism, and the novel, to about 1660. Prerequisite: 301, 302 or equivalent. (formerly 403).

- 408 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY (3) Continuation of Fren 407 from 1660 to 1700. Prerequisite: 301, 302 or equivalent. (formerly 404).
- 409 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY (3) Principal works of the major writers with the concurrent literary and philosophical trends. Prerequisite: 301, 302 or equivalent. (formerly 405).
- 411 FRENCH LITERATURE OF THE NINETEENTH CENTURY (3) The rise, flowering, and decline of Romanticism, with the contemporary writers outside the movement. Prerequisite: 301, 302 or equivalent.
- 412 FRENCH LITERATURE OF THE NINETEENTH CENTURY (3) The major literary figures and doctrines of the latter part of the nineteenth century. Prerequisite: 301, 302 or equivalent.
- 413 FRENCH LITERATURE OF THE TWENTIETH CENTURY (3) From Gide, Proust, Valéry, Peguy, and Claudel to the Second World War. Prerequisite: 301, 302 or equivalent. (formerly 462).
- 414 FRENCH LITERATURE OF THE TWENTIETH CENTURY (3) Sartre, Camus, Anouilh, and other present-day writers. Prerequisite: 301, 302 or equivalent. (formerly 463).
- 423 FRENCH NOVEL (3) Emphasis on Balzac, Hugo, and at least one twentieth century novelist. Prerequisite: 301, 302 or equivalent. (formerly 305).
- 427 FRENCH SHORT STORY (3) Emphasis on the realists and some of the more recent authors. Prerequisite: 301, 302 or equivalent. (formerly 306).
- 451 DIRECTED READING IN FRENCH LITERATURE (3) Reserved for superior students under the guidance of a departmental advisor. (468).
- 452 DIRECTED READING IN FRENCH (3) Similar to 451 with concentration on a different subject matter. (formerly 469).

GERMAN COURSES (GERM)

- 101-102 GERMAN ELEMENTS (3,3) Thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation. (formerly 111-112).
- 201-202 GERMAN: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value. Prerequisite: 101-102 or equivalent. (formerly 211-212).
- 301, 302 HISTORY OF GERMAN LITERATURE (3,3) German literature from the Nibelungenlied to the present. Prerequisite: 201-202 or equivalent. (formerly 311, 312).
- 303, 304 ADVANCE CONVERSATION AND COMPOSITION (3,3) Conversation and composition beyond intermediate level. Prerequisite: 201-202 or equivalent. (formerly 313, 314).
- 401 ADVANCED GERMAN GRAMMAR (3) German syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Prerequisite: 303, 304.
- 421 GERMAN DRAMA (3) Readings mainly from plays since 1850. Prerequisite: 301, 302 or equivalent. (formerly 317).
- 423 GERMAN NOVEL (3) Readings mainly from novelists writing from 1870 to 1930. Prerequisite: 301, 302 or equivalent. (formerly 315).
- 425 GERMAN POETRY (3) German poetry from Walther von der Vogelweide. Prerequisite: 301, 302 or equivalent. (formerly 318).
- 427 GERMAN SHORT STORY (3) The short story in German-speaking lands; readings from Keller to the present. Prerequisite: 301, 302 or equivalent. (formerly 316).
- 441 GOETHE'S FAUST (3) Particularly Part I of this unique work; a survey of the Faust Theme in both literature and music; some essential attention to Part II. Prerequisite: 301, 302 or equivalent. (formerly 411).
- 442 THE PERIOD OF GOETHE AND SCHILLER (3) The "Golden" or "Classical" age of German literature; some emphasis on the poetry of the two principles and on the drama of Schiller. Prerequisite: 301, 302 or equivalent. (formerly 412).

- 451 DIRECTED READING IN GERMAN LITERATURE (3) Reserved for superior students under the guidance of a departmental advisor. (formerly 428).
- 452 DIRECTED READING IN GERMAN (3) Similar to 451 with concentration on a different subject matter. (formerly 429).

ITALIAN COURSES (ITAL)

- 101-102 ITALIAN ELEMENTS (3,3) Thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation.
- 201-202 ITALIAN: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Prerequisite: 101-102 or equivalent.

SPANISH COURSES (SPAN)

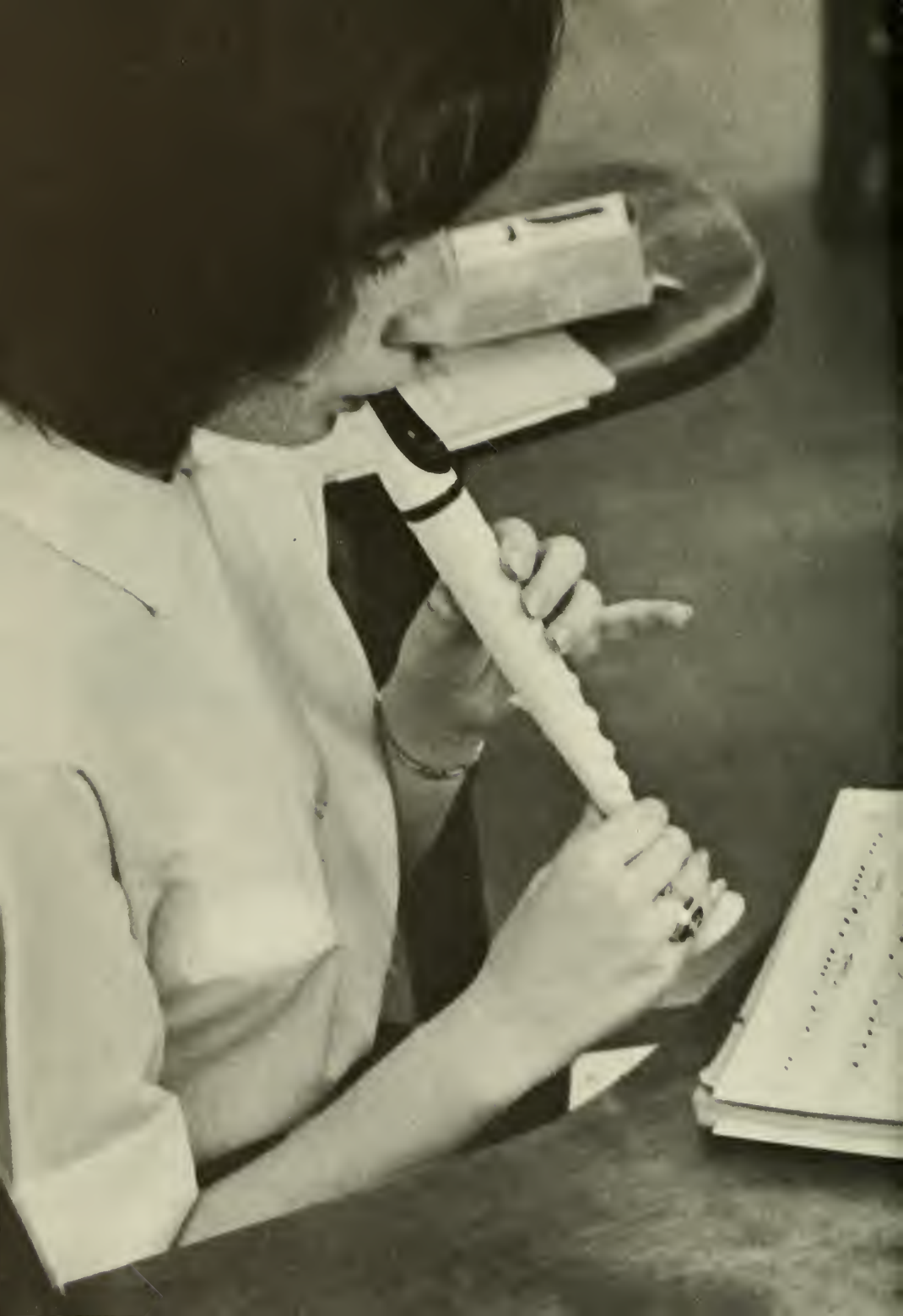
- 101-102 SPANISH: ELEMENTS (3,3) Thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation. (formerly 131-132).
- 201-202 SPANISH: INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: 131 and 132 or equivalent. (formerly 231-232).
- 301, 302 HISTORY OF SPANISH LITERATURE (3,3) Spanish and Spanish-American literature, with collateral readings. Prerequisite: 201-202 or equivalent. (formerly 331, 332).
- 303, 304 ADVANCED CONVERSATION AND COMPOSITION (3,3) Conversation and composition beyond intermediate level. Prerequisite: 201-202 or equivalent. (formerly 333).
- 321 CULTURE AND CIVILIZATION OF THE SPANISH-SPEAKING PEOPLE (3) Value-system and way of life as embedded in the language, history, arts, and customs of Spain. Prerequisite: 303, 304 or equivalent.
- 322 CULTURE AND CIVILIZATION OF THE SPANISH-SPEAKING PEOPLES (3) Value-system and way of life as embedded in the language, history, arts, customs of Ibero-America. Prerequisite: 303, 304 or equivalent.
- 401 ADVANCED SPANISH GRAMMAR (3) Spanish syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Prerequisite: 303, 304 (formerly 439).
- 405 THE GOLDEN AGE IN SPANISH LITERATURE (3) Principal attention to Cervantes, Tirso de Molina, Lope de Vega, and Ruiz de Alarcon; Gongora and his role. Prerequisite: 301, 302 or equivalent. (formerly 431).
- 411 NINETEENTH CENTURY SPANISH LITERATURE (3) The main literary movements of the century: neo-classicism, romanticism, realism, naturalism, and special emphasis on "costumbrismo" Prerequisite: 301, 302 or equivalent. (formerly 433).
- 413 TWENTIETH CENTURY SPANISH LITERATURE (3) Special attention to the literary movement called "The Generation of '98." Prerequisite: 301, 302 or equivalent. (formerly 441).
- 414 TWENTIETH CENTURY SPANISH LITERATURE (3) The writers of the last thirty years. Prerequisite: 301, 302 or equivalent. (formerly 442).
- 421 SPANISH DRAMA (3) Nineteenth and early twentieth century. Prerequisite: 301, 302 or equivalent. (formerly 337).
- 442 SPANISH DRAMA (3) Contemporary playwrights such as Casona, Usigili, and Vallejo. Prerequisite: 301, 302 equivalent. (formerly 337).
- 423 SPANISH NOVEL (3) Emphasis will be given to Benito Perez Galdos and Pio Baroja. Prerequisite: 301, 302 or equivalent. (formerly 335).
- 424 SPANISH NOVEL (3) Emphasis on contemporary writers including: Camilo Jose Cela, Angel Miguel Asturias, Ramon Sender, Juan Goytisolo. Prerequisite: 301, 302 or equivalent. (formerly 335).



- 425 SPANISH POETRY (3) Special emphasis on Gustavo Adolfo Becquer, Ruben Dario, Antonio Machado. Prerequisite: Span 301, 302 or equivalent. (formerly 338).
- 426 SPANISH POETRY (3) Emphasis on the poets of the generation of 1927: Pablo Neruda, and Vicente Aleixandre. Prerequisite: 301, 302 or equivalent. (formerly 338).
- 427 SPANISH SHORT STORY (3) The short story in Spain and Spanish America with emphasis on twentieth century authors. Prerequisite: 301, 302 or equivalent. (formerly 336).
- 435 SPANISH-AMERICAN LITERATURE OF THE LAST HUNDRED YEARS (3) Writers such as Ricardo Palma, Amado Nervo, Gabriela Mistral, and Ruben Dario, with some special emphasis on the latter. Prerequisite: 301, 302 or equivalent. (formerly 432).
- 451 DIRECTED READING IN SPANISH LITERATURE (3) Reserved for superior students under the guidance of a departmental adviser. (formerly 448).
- 452 DIRECTED READING IN SPANISH (3) Similar to Span 451 with concentration on a different subject matter. (formerly 449).

RUSSIAN COURSES (RUSS)

- 101-102 RUSSIAN ELEMENTS (3,3) A thorough foundation of grammar; drills in pronunciation; elementary conversation; composition and translation.
- 201-202 RUSSIAN INTERMEDIATE (3,3) Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Prerequisites: 101-102 or equivalent.



MUSIC

Associate Professors: BOLLINGER, COULANGE, DURO, HASLUP (*Chairman*)

Assistant Professors: ALPER, MYERS, TERWILLIGER

Instructors: BUSEN, CRAWFORD, GILLERAN, HUSEMAN, KOCHER, MOORE, OTEY, REYES, RAUSCHENBERG, ROBERTS, WILLIAMS

The Music Department serves both music majors and general students, and its curriculum includes all important phases of music study. For the non-major, or general student, the purpose of our offerings is to give opportunities for enrichment of cultural background and creative expression, and for the music major, the purpose is to give professional training so that he will attain a high standard of artistic performance, be prepared to teach, and be a qualified leader in his chosen field. Ample opportunity is given for participation in organizations and ensembles, providing valuable experience and contributing to the cultural life of the college and community.

Non-majors may elect any music courses for which they have the prerequisites. Private lessons in music and participation in musical organizations are open to all interested students. There is an additional fee for private lessons and registration for applied music must be made with the consent of the Music Department faculty involved.

MUSIC MAJOR

Students who wish to major in music should have a preliminary conference with the chairman of the department, at which time they will discuss their qualifications for specialization in this field. Transfer students should consult with their major adviser and plan curriculum patterns during their first semester at the college.

Required Music Courses are: 150-151, 250-251, 350-351, 450-451, (Minimum of 7 hours), 205-206, 209-210, or 217-218, 211-212 or 215-216, or 240-241, 220-221, 222, 223, 224, 225-226, 228-229, 242-243, 316, 317, 318-319, 324, 400.

MUSIC EDUCATION MAJOR

A major in Music Education is offered by the Music Department. This is a four-year course offered for students who wish to prepare for teaching music, for graduate study, or other work of a professional nature. In addition to meeting the requirements for a music major the Music Education majors will be required to take the following Education courses: 105, 372, 380, 392, and Teaching Music in Elementary and Secondary School, Educ 390. State requirements are met both in education and music, and certification is given from the kindergarten through the twelfth grade.

MUSIC COURSES (MUSC)

- 103 INTRODUCTION TO MUSIC LITERATURE (2) Music literature to acquaint the student with music through class discussions and listening. Required of all students except music majors.
- 150-151 PRIVATE LESSONS (1-1) Private lessons in piano, voice, orchestral instruments. Fee of \$40.00 per semester. One half-hour lesson per week.
- 203 MUSIC FUNDAMENTALS (2) Basic music skills and experience in the use of music instruments for prospective kindergarten and elementary teachers.
- 205-206 CLASS VOICE (1-1) Class instruction in singing, with emphasis upon basic singing techniques and voice production through the use of song material.
- 209-210 WOMEN'S GLEE CLUB (1-1) Advanced choral literature. Open to all women students with audition.
- 211-212 CONCERT CHOIR-CHORAL SOCIETY (1-1) Advanced choral literature. Open to all students with audition.
- 213-214 VOCAL ENSEMBLE (1-1) Small group study and performance of advanced choral literature. Admission by audition only.
- 215-216 ORCHESTRA (1-1) Study of orchestral literature. Open to all students with audition.
- 217-218 MEN'S GLEE CLUB (1-1) Choral literature written and arranged for male voices. Open to all men students with consent of director.
- 220-221 STRING CLASS (1,1) Class instruction in string instruments.
- 222 BRASS CLASS (1) Class instruction in brass instruments.
- 223 WOODWIND CLASS (1) Class instruction in woodwind instruments.
- 224 PERCUSSION CLASS (1) Class instruction in percussion instruments.
- 225-226 SIGHT SINGING AND EAR TRAINING (3,3) Aural perception of pitch and rhythm through music dictation and vocal sight-reading.
- 228-229 HISTORY OF MUSIC (3,3) Development of music in the western world through discussion, performance and recording. First semester includes music to the end of the eighteenth century; second semester covers music from the eighteenth century to the present.
- 230-231 STRING ENSEMBLE (1,1) Study and performance of advanced string literature, required of all students concentrating in string instruments, with admission by audition with the director.
- 232-233 BRASS ENSEMBLE (1,1) Study and performance of advanced brass literature, required of all students majoring in brass instruments. By permission of the director.
- 234-235 WOODWIND ENSEMBLE (1,1) Study and performance of advanced woodwind literature, required of all students majoring in woodwind instruments, with admission by audition with the director.
- 240-241 BAND (1,1) Study and performance of band literature. Open to all students by audition.



- 242-243 **CLASS PIANO** (1,1) Class instruction in piano playing, with one hour daily practice in preparation required. Open to beginning students and students with a minimum of piano work, by permission of the instructor.
- 244 **SURVEY OF OPERA** (2) Study of opera literature of various periods and styles. Prerequisite: Consent of instructor.
- 245 **SYMPHONIC LITERATURE** (2) Orchestral music from the baroque to the present. The concerto, symphony, overture and other orchestral forms are examined. Prerequisite: Consent of instructor.
- 250-251 **PRIVATE LESSONS** (1,1) See information on courses 150, 151.
- 316 **CHORAL CONDUCTING** (2) Group instruction in basic conducting techniques and interpretation with relation to choral organizations. Prerequisite: 203.
- 317 **INSTRUMENTAL CONDUCTING** (2) Group instruction in basic conducting techniques and interpretation with relation to instrumental organizations. Prerequisite: 203.
- 318-319 **HARMONY** (3,3) Study and application of harmonic practices through written and keyboard activity. Prerequisite: 203.
- 324 **CHORAL AND INSTRUMENTAL ARRANGING** (3) Composition and arranging techniques for voices and instruments. Prerequisite: 203, 318-319, equivalent, or consent of instructor.

350-351 PRIVATE LESSONS (1-1) See information on Courses 150-151.

- 403 MUSIC PRIOR TO 1600 (3-3) The art of music in the West from its tentative beginnings in Greek and Hebrew music to the year 1600 A.D. Prerequisite: Consent of instructor.
- 404 MUSIC OF THE BAROQUE PERIOD (3-3) Style, forms and musical techniques from 1600 to 1750. Prerequisite: Consent of instructor.
- 405 MUSIC OF THE CLASSIC PERIOD (3-3) Styles, forms and techniques of the 1750-1820 period. Particular emphasis is placed on instrumental categories of the string quartet, sonata, symphony and concerto as illustrated in the works of Haydn, Mozart and Beethoven. Attention is given to operatic and sacred compositions of the same masters. Prerequisite: Consent of instructor.
- 406 MUSIC OF THE ROMANTIC PERIOD (3-3) Musical styles, forms and techniques to the 19th Century with special attention to the intellectual foundations of the Romantic movement. Prerequisite: Consent of instructor.
- 407 CONTEMPORARY MUSIC (3-3) Styles, forms and musical techniques since 1900. Prerequisite: Consent of instructor.
- 413 AMERICAN MUSIC (3-3) American music from the Colonial Period to the present. Prerequisite: Consent of instructor.
- 414 HISTORY OF JAZZ (3-3) Development of jazz and its peripheral effects upon music. Prerequisite: Consent of instructor.
- 423 ADVANCED THEORY (3-3) Continued development of skills in more advanced melodic, harmonic and rhythmic aspects of music through hearing, playing and writing. Prerequisite: Consent of instructor.
- 425 FORM AND ANALYSIS (3-3) Analysis of vocal and instrumental literature. Prerequisites: 318, 319, and equivalent-324.
- 480-481 INSTRUMENTAL WORKSHOP: BAND (2) Reading of new band publications. To give the band director an opportunity to hear new publications for band, and to serve as a conducting laboratory for students and directors. Prerequisite: Consent of instructor.
- 500 ORGANIZATION AND ADMINISTRATION OF MUSIC EDUCATION (3-3) Seminar discussion of the problems of organization and administration of music education. Prerequisite: Music Student Teaching, and/or consent of the instructor.
- 524 CHORAL AND INSTRUMENTAL ARRANGING, ADVANCED COURSE (3,3) Advanced arranging techniques including the scoring of original and other works for various combinations of instruments and/or voices. Prerequisite: 324, or equivalent, or consent of instructor.
- 550 PRIVATE INSTRUCTION IN MUSIC (1-3) Thorough development in all phases of music—techniques, style, musicianship, interpretation, repertoire. Prerequisites: 150-451 or equivalent.

Descriptions for the following music education courses will be found under the education department listing:

- EDUC 372 MUSIC IN THE ELEMENTARY SCHOOL
- EDUC 390 STUDENT TEACHING IN ELEMENTARY SCHOOL MUSIC
- EDUC 390 STUDENT TEACHING IN SECONDARY SCHOOL MUSIC
- EDUC 392 MUSIC IN THE SECONDARY SCHOOL
- EDUC 430 MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED

PHILOSOPHY AND RELIGION

Professor: EBERHARDT

Assistant Professor: J. HILL

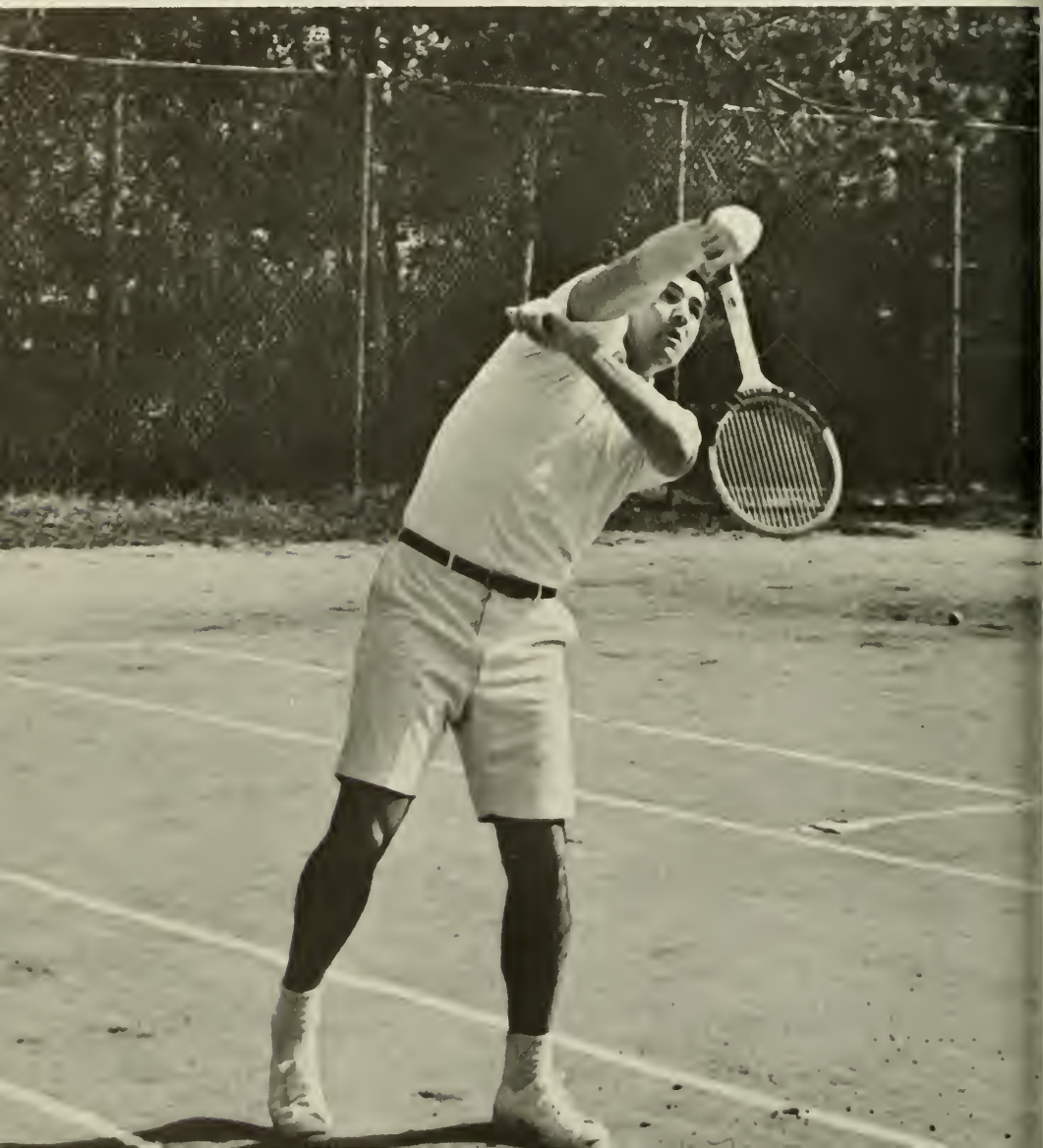
The purpose of courses in Philosophy and Religion is to awaken an understanding of and appreciation for the great cultural traditions, heritages, and ideas of mankind, especially of the Western world. The attitude which informs all offerings in this area is scholarly, never sectarian or dogmatic.

No major is offered in Philosophy and Religion at the present time. Courses are open as electives to all students. The consent of the Department chairman or instructor is required for all courses.

PHILOSOPHY AND RELIGION COURSES (PHIL)

- 302 RELIGION IN CONTEMPORARY AMERICA (3) Ideas and forms of organization of Protestantism, Catholicism, and Judaism; trends in religious thought as related to American culture.
- 303 LOGIC (3) The science and art of thinking accurately, entailing a study of formal and material validity of arguments, and the ability to understand and to construe arguments and to detect fallacies. Emphasis on practical exercises.
- 304 PHILOSOPHY OF RELIGION (3) Exposition of various approaches to the philosophy of religion with an analysis of the major issues on which they differ and agree.
- 305 THEORY OF KNOWLEDGE (3) An historical and systematic approach to the truthvalue and elements of the forms of human knowledge. The theories of knowledge of major philosophers will be studied.
- 306 PHILOSOPHY OF BIBLICAL LITERATURE — OLD TESTAMENT (3) Major themes of the Biblical Literature, and of its religious, philosophical and cultural implications.
- 307 PHILOSOPHY OF BIBLICAL LITERATURE — NEW TESTAMENT (3) Major themes of the Biblical Literature, and of its religious, philosophical and cultural implications.
- 308 AESTHETICS (3) The philosophy of art. The principal theories of the nature of art and an examination of the criteria for the criticism and appreciation of art.
- 310 THE HELLENISTIC ERA (3) Three significant phases of the preparation of the Mediterranean world for the Hebraic-Hellenic synthesis: (1) Post-captivity Judaism, (2) Hellenism, and (3) the Roman conquest. Contribution of archaeology will be indicated.
- 402 COMPARATIVE RELIGIONS — ANCIENT AND WORLDWIDE (3) Religions of primitive, and civilized peoples, including and historical and comparative study of the great religions of the world, both ancient and modern.
- 403 ETHICS (3) Analysis of readings from the principal classical and contemporary ethical sources; study of the basic moral concepts as found in these sources; application to contemporary moral concerns.

- 405 HISTORY OF WESTERN PHILOSOPHY, ANCIENT AND MEDIEVAL (3) Issues and movements in philosophy in the light of representative thinkers of the major schools of thought, and a consideration of their significance. Critical examination of influential works.
- 406 HISTORY OF WESTERN PHILOSOPHY, RENAISSANCE AND MODERN (3) Similar to 405 for the period from Descartes to Kierkegaard. Second semester only.
- 408 PHILOSOPHICAL SYSTEMS (3) The study of a major philosophical system or position, classical or modern, and of its important proponents.
- 411 PHILOSOPHICAL PROBLEMS OR TOPICS (3) A consideration of one of the perennial pre-occupations of philosophy: ethics, logic, freedom, determinism, epistemology, metaphysics, hermeneutics, linguistics, etc.



PHYSICAL EDUCATION

MEN'S DEPARTMENT

Professor: MINNEGAN (*Chairman*)

Associate Professor: KILLIAN

Assistant Professor: RIORDON

Instructors: ANGOTTI, FIELDS, MCGINTY, SLAZA

WOMEN'S DEPARTMENT

Professor: BIZE (*Chairman*)

Associate Professors: CONARD, ROACH

Assistant Professors: BLEUL, GUSTAFSON, OVERLY, REKSTAD, VERKRUZEN

Instructors: BOUTON, DUNCAN, EASON, EVANS

The program of physical education is planned to provide the student with an opportunity to acquire the skills and an understanding of selected physical activities. Emphasis is placed on the development of sufficient competence to promote satisfaction and enjoyment in sports and recreational activities. Physical Education 101, 102 is required of all students; 201, 202 is required of all elementary and early childhood education majors. Modified sections of these courses are offered for those students who are physically unable to participate in regular physical education activities. Any student age thirty or over is automatically eligible for modified sections of physical education. Students thirty or over may, however, elect a nonmodified form of physical education.

PHYSICAL EDUCATION MAJOR

Students may select a major in physical education. The purpose of the major is to prepare competent teachers of physical education for the public schools of Maryland. A planned sequence of courses is designed to provide the student with skills and leadership experiences needed to direct a balanced

program in class, intramural, varsity or extra-mural activities. All male physical education majors must be a member of one intercollegiate team for two (2) years and another intercollegiate team for one (1) year. This requirement must be met before the beginning of the student's senior year. Female physical education majors are expected to take part in intramural sports. Provision is made to prepare for the elementary and secondary level.

Thirty-five hours are required for the major: PhEd 110, 210, 330, 340, 350, 351, 380, 390, 400, 401, Educ 373, 395, 390 teaching physical education in elementary school (6) and secondary school (6). Included in the thirty-five hours, twelve of these are professional laboratory skills. The following nine credits are required:

112-113M and 114-115M required in the Freshman year (Men)

112-113W and 114-115W required in the Freshman year (Women)

212-213M and 213-215M required in the Sophomore year (Men)

212-213W and 213-215W required in the Sophomore year (Women)

312M required in the Junior year (Men)

312W required in the Junior year (Women)

The remaining three credits may be selected from the Elective Professional Laboratory Skills courses.

Health education courses required for the major are: 115, 205, 405. In addition to Biol 103 and PhSc 200, Biol 209, 210 is required for the major. Students may elect additional courses in physical education.

PHYSICAL EDUCATION COURSES (PHED)

101-102 PHYSICAL EDUCATION (1,1) Physical education for the nonprofessional student. A systematic approach to the development of individual skills at various levels. How to acquire and to maintain fitness through the medium of physical activity. Each student is expected to have an experience in (1) Team Sports, (2) Individual Sports, (3) Rhythms, and (4) a Conditioning Activity. Required of all students except Physical Education majors who substitute Professional Laboratory Skills.

110 OVERVIEW OF PHYSICAL EDUCATION (2) Brief history of physical education, the place of physical education in education today, leadership qualities and leaders in the field, professional ethics and standards, professional organizations (their purpose and function), and an introduction to professional literature.

112, 113, 114, 115 PROFESSIONAL LABORATORY SKILLS (1,1,1,1) Knowledge, understanding and personal skill in the basic activities appropriate for a teacher of physical education. For Physical Education majors. 112, 113, 114, 115, replaces 101, 102 for Physical Education majors.

201-202 Physical education required of the elementary and early childhood education students. May be elected by others. An approach to help the student develop and maintain physical fitness; to develop an understanding of and ability in the fundamental skills; to develop game habits and understandings; to become familiar with methods of learning skills and physical education activities; and to appreciate the needs of the individual in motor learning. Prerequisite: 101, 102. Transfer students should consult with Department Chairman.



- 210 CURRICULUM IN PHYSICAL EDUCATION (3) Aims and objectives in physical education and analysis of outstanding programs in the state and nation. Development of programs appropriate to various age levels and consideration of progression within activities. Organization, administration, and evaluation of a physical education program.
- 212, 213, 214, 215 PROFESSIONAL LABORATORY SKILLS (1,1,1,1) (See 112, 113, 114, 115.)
- 220 CAMP LEADERSHIP (2) Educational objectives, program, responsibilities and qualifications of a camp counselor; facilities, and standards of organized camping.
- 310 RECREATION (3) Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping, and playground activities. Visits to recreation centers. Specialists in story telling, crafts, recreational singing, playground and club work give part of the course. Participation in some organized recreation with children.
- 312 PROFESSIONAL LABORATORY SKILLS (1) (See 112, 113, 114, 115.)
- 314-330 PROFESSIONAL LABORATORY SKILLS (1/2) (See 112, 113, 114, 115.)
- 319 SWIMMING AND POOL MANAGEMENT (2) An advanced course in teaching methods for all levels of swimming and diving. Modern methods of training the competitive swimmer with emphasis on technique and conditioning of the individual. The organization and administration of swimming pools and clubs with regard to staff, recreation and pool filtration. Prerequisites: Senior lifesaving and Water Safety Instructors.
- 320 SCHOOL CAMPING AND OUTDOOR EDUCATION (2) Aims, organization, administration, and program of the school camp.
- 330 KINESIOLOGY (3) Mechanical and anatomical analysis of movement in relation to human performance. Prerequisite: PhSc 200, Biol 209, 210.
- 340 PHYSIOLOGY OF EXERCISE (2) Application of principles of physiology to large muscle activity, with special emphasis on the interrelations of muscular, nervous, circulatory, and respiratory functions during exercise. Prerequisite: Biol 209, 210.
- 350-351 COACHING AND OFFICIATING (1) Fundamentals, tactics, strategy, ethics, and other factors in coaching sports. Prerequisite: Professional Laboratory Skills related to Team Sports.
- 360 MODERN DANCE COMPOSITION (2,3) Approaches to composition through short studies directed toward a feeling of phrasing and form in dance. To be offered as an elective for the physical education major or for any interested student. Prerequisite: Approval of instructor.
- 361-362 CHOREOGRAPHIC PROBLEMS (3,3) Studies on the intermediate level using Pre-Classical forms and modern idioms of dance. Problems involved in choreographing for solo, duet, and small group dances. Prerequisite: 360.
- 380 TESTS AND MEASUREMENT IN PHYSICAL EDUCATION (3) Background for development of measurement programs in physical education; elementary statistical procedures; interpretation of data; selection and administration of tests measuring fitness, motor ability, and sports skills applicable to various grade and age levels.
- 385 CARE AND PREVENTION OF ATHLETIC INJURIES (2) Theoretical and practical methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities.

- 390 ORGANIZATION AND ADMINISTRATION (3) Investigation of policies and procedures in the organization and administration of physical education. Areas covered include facilities, equipment, budget, scheduling, special events, records, awards.
- 400-401 PRINCIPLES AND PROBLEMS OF PHYSICAL EDUCATION (2,2) The scientific foundation of physical education and current problems in the fields of physical education. Prerequisite: 110, 210, 390.
- 420 PHYSICAL EDUCATION PROGRAM IN THE ELEMENTARY SCHOOLS (3) Aims of the physical education program, appropriate outcomes for different age levels and the selection and use of materials that contribute to the accomplishment of these objectives. Prerequisite: 101, 102, 201, 202 or 112, 113, 212, 213.
- 425 MODERN DANCE IN THE SECONDARY SCHOOL (3) Dance techniques and elements of composition for the secondary school teacher. Not open to those who have taken Modern Dance Composition. Prerequisite: Approval of instructor. (Offered only in evening and summer.)
- 430 ADAPTIVE PHYSICAL EDUCATION (2) Recognition of pupils with physical deviations, and use of special or modified physical education activities. Prerequisite: 330.
- 461-462 CHOREOGRAPHY (3,3) Choreographic studies on the advanced level using sonata, rondo, and fugue forms. Elements of performance. Choreography, staging, costumes, and presentation of a group dance. Prerequisite: 362.



PHYSICAL SCIENCES

Professors: BAREHAM, CORTELYOU, COX (Chairman), PELHAM

Associate Professors: MOOREFIELD, RUBENDALL, YARBROUGH, MILIO, KASK

Assistant Professors: DAIHL, GOLDSMITH, CHEN, KREISEL, BLANKENSHIP

The Physical Sciences Department offerings provide opportunities for students to deepen and strengthen their understandings of basic concepts. A number of the courses require only the basic Phsc 200 as prerequisite in order to allow a wide choice to students with only moderate interest in physical sciences. Students who will pursue scientific professions as teacher, researcher, industrial scientist, etc. should select courses to meet requirements of the Chemistry Major or the Natural Science major; note that a Physics Major also may be offered in the near future.

Students who desire to take a minimum amount of science must complete 12 credit hours of science in order to receive a degree. Normally, this requirement will be met by taking Biol 103, Phsc 200 and an approved elective offered by the Physical Sciences or by the Biological Sciences Department. These students should take Biol 103 or Phsc 200 in their freshman year. Note that one semester of a two semester course is not acceptable as part of the minimum 12 credit hours.

Students who are not positive that they wish to major in science should take Biol 103 in their freshman year. They should not take Phsc 200 as freshmen since this course cannot be credited to the Chemistry or to the Natural Science major programs. However, because of the relatively large credit hour requirement for Chemistry and for Natural Science Majors, students contemplating these should take at least one or two additional Chem, Math or Biol courses required for these majors in the freshman year.

ADDITIONAL CREDIT FOR RESEARCH TO IMPROVE A COURSE

Exceptional students may be invited by the instructor of any course to

assist him to improve the materials for that course and thereby earn one extra credit. Consult the instructor or department chairman for further information.

CHEMISTRY MAJOR

Prospective secondary school teachers of chemistry should elect this major. Students desiring to do graduate work in chemistry should confer with the Department Chairman before the beginning of the junior year. The general requirements for a chemistry major are: 206-207, 216-217, 218-219, 316-317, Inorganic Chemistry (4), Phys 211-212 (8), Math through calculus (15) for a total of 61 hours. Some of the above courses will not be listed below since they will not be offered in the current year. Chemistry majors are required to take Biol 103, as are all students, for graduation.

CHEMISTRY COURSES (CHEM)

- 206-207 GENERAL CHEMISTRY (4,4) Principles and theories of modern chemistry. Chemical laws, physical constants, theories of solutions, ionization, valency, and structure of matter. An experimental and problem approach. Three one-hour lectures and one three-hour laboratory period.
- 216-217 ANALYTICAL CHEMISTRY (4,4) Elements of statistics; theoretical principles of chemical analysis; analysis of acids and bases, oxidizing and reducing agents, and some special materials; instruction in and practice with the spectro-photometer, potentiometric titrator, the polarograph, etc. Two one-hour lectures and two three-hour laboratory periods. Prerequisite: 206-207.
- 218-219 ORGANIC CHEMISTRY (5,5) Aliphatic and aromatic hydrocarbons as an integrated sequence. Nomenclature of compounds, synthesis, and mechanism of reactions. Average of six laboratory hours per week. Prerequisite: 206 or consent of instructor.
- 316-317 PHYSICAL CHEMISTRY (4,4) Solid, liquid and gaseous state principles treated with more rigor than possible in elementary courses. Mathematical analysis of chemical systems. Three one-hour lectures and one three-hour laboratory period. Prerequisite: 216, Phys 212, Math 223 (may be taken concurrently).
- 319 BIOLOGICAL CHEMISTRY I (4) Nature of chemical constituents of living matter and chemical changes associated with biological processes. Three one-hour lectures and one three-hour laboratory period. Prerequisites: 207, 218.
- 406 ADVANCED INORGANIC CHEMISTRY (4) For chemistry majors. Nuclear and extranuclear structures, molecular orbital and ligand field theories, aqueous and non-aqueous reactions, coordination chemistry, modern instrumentation, etc. Three lectures and one three-hour laboratory period per week. Prerequisites: Credit or registration in Chem 317.
- 421 MODERN CONCEPTS OF CHEMISTRY (4) *Starting with but going beyond general chemistry* and including elements of organic, analytical and physical chemistry in an integrated treatment. Primarily for non chemistry majors and for secondary school science teachers. Three lecture hours and one three-hour lab period. Prerequisites: Chem 207 and two other science courses; may not be counted for credit by chemistry majors.

PHYSICS MAJOR (Tentative)

The Physical Sciences Department anticipates that a physics major will be available in September, 1967. Courses in addition to those below will be



offered as the major is developed. Students desiring to do graduate work in physics should confer with the Department Chairman before beginning the junior year. The major required courses are expected to be 211-212 (8), 402 (4), Advanced Physics I (8), Advanced Physics II (8), Advanced Physics III (8), Physics Seminar (4), Chem 206-207, Mathematics through intermediate calculus (18), for a total of 66 hours. Also Biol 103 is required of all students for graduation.

PHYSICS COURSES (PHYS)

- 211-212 GENERAL PHYSICS (4,4) Mechanics, heat, and sound are considered in the first semester; light, electricity, magnetism and a brief introduction to modern physics in the second. Three one-hour lectures and one three-hour laboratory period. Prerequisite: Math 111, or consent of instructor.
- 402 INTRODUCTION TO MODERN PHYSICS (4) Lecture and problems course presenting our modern knowledge of the fundamental particles of matters, thermionics, photoelectric effect, x-rays, atomic structure, radioactivity, nuclear reactions, cosmic rays. Three one-hour lectures and one three-hour laboratory period.

NATURAL SCIENCE MAJOR

The program is designed to give a broader view of the sciences than is obtained in a traditional undergraduate major in a single science. This is done at the sacrifice of depth and students should therefore be aware that this major will not prepare them for graduate work in a single science. Course requirements are: Biol 103, 204, 214; Phsc 224, 320 (3); Chem 206-207, 216 or 218; Phys 211-212, 402; Biol or Phsc 401; Biological or Physical Sciences electives (including one field course) for eleven credit hours, and Math 111, for a total of 57 or 58 hours in Physical Sciences, Biological Sciences and Mathematics.

Prospective secondary school teachers of general science should elect this major. State Certification requirements are that at least 18 hours must be taken in biology or chemistry or physics, and at least 6 semester hours in each of the other two fields.

PHYSICAL SCIENCE COURSES (PHSC)

- 200 PHYSICAL SCIENCE I (4) Principles of classical physics and chemistry and origin of quantum physics and applications of principles to astronomy and geology. Three lecture hours and one three-hour laboratory period.
- 201 PHYSICAL SCIENCE II (4) Developing the concepts of chemical energy transfer through a study of selected topics in organic chemistry and thermodynamics; fuels and heat engines. Three lecture hours and one three-hour laboratory period per week. Prerequisite: PHSC 200.
- 224 GENERAL GEOLOGY (3) Composition and structure of the earth. The internal and external forces acting upon it and the surface features resulting. Laboratory studies of the common rocks and minerals, geologic and topographic maps and aerial photographs. Field studies in the Baltimore area. An average of two laboratory hours per week. Prerequisite: Geog 103-104.
- 300 PHYSICAL SCIENCE III (3) Principles of hydrostatics, mechanics, electricity and electronics through a study of selected practices in the transmission of energy and intelligence. Two lecture hours and one two-hour laboratory period. Prerequisite: PHSC 200.
- 301 CLASSICAL AND CONTEMPORARY WRITINGS IN THE PHYSICAL SCIENCES (1) Examples of the great literature in physical sciences.
- 302 PHYSICAL SCIENCE IV (3) Principles of fluid dynamics, aeronautics, astronautics, optics and astronomy. Two lecture hours and one two-hour laboratory period. Prerequisite: PHSC 200.
- 320 GENERAL ASTRONOMY (2,3) Science of astronomy; investigations and theories concerning the solar system, galaxies and the universe. Prerequisite: PHSC 200.
- 324 GEOMORPHOLOGY (3) Origin and evolution of surface features of the earth as controlled by the interaction of geologic structures and erosional processes. Field work in the Maryland area. Two one-hour lectures and one two-hour laboratory period. Prerequisite: PHSC 200, PHSC 224.
- 401 ADVANCED LABORATORY IN PHYSICAL SCIENCE (2) Eight weeks of exacting laboratory work of an advanced nature under the guidance of the Science Department staff. Each student will present and defend his work at a seminar. Prerequisite: Consent of instructor.
- 403 CHEMICAL ASPECTS OF PHYSICAL SCIENCE (3) *Various aspects of chemistry particularly relevant to elementary school science will be considered in depth. Not applicable for majors in natural science or chemistry.* Prerequisites: *Physical Sci 200 or the equivalent and consent of the instructor.*
- 405 FUNDAMENTAL CONCEPTS IN THE EARTH SCIENCES (3) *Principles of astronomy, geology and related earth sciences. Methods of investigation employed by earth scientists. Observations in the planetarium and field studies in the Baltimore area. Two lecture hours and one two-hour laboratory per week. Prerequisites: PHSC 200 or equivalent. No credit allowed if student has taken PHSC 320 (Astronomy) and/or PHSC 224 (Geology).*

NATURAL SCIENCE COURSES

Descriptions of these courses will be found under the Biological Sciences Department listings:

BIOL 310 FIELD NATURAL SCIENCE (3)

BIOL 392 CONSERVATION OF NATURAL RESOURCES (3)

SCIENCE EDUCATION COURSES

The following courses are taught by instructors in the Departments of Physical Sciences and of Biological Sciences. Course descriptions will be found under the Education Department listings:

EDUC 333 EARLY CHILDHOOD EDUCATION PROFESSIONAL BLOCK I — SCIENCE

EDUC 335 TEACHING SCIENCE IN EARLY CHILDHOOD EDUCATION

EDUC 362 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL

EDUC 383 TEACHING SCIENCE IN THE SECONDARY SCHOOL

EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — BIOLOGY

EDUC 390 STUDENT TEACHING IN THE SECONDARY SCHOOL — SCIENCE

EDUC 480 (SUMMERS) AEROSPACE EDUCATION WORKSHOP

EDUC 509 SEMINAR IN ELEMENTARY SCIENCE

ELEMENTARY SCHOOL SCIENCE CONCENTRATION

For prospective elementary school teachers who wish a somewhat broader background in science than that obtained from the required courses. Also open to other students, but Arts and Science and Secondary Education students should be aware that this program does not provide them with the "major" they must have in order to earn a degree. Course requirements are: Biol 103, 204, 214, 310; Phsc 200, 201, 224, 300, 302, 320(3) for a total of 34 hours. Students electing this concentration are urged to take Math 111.





PSYCHOLOGY

Professors: CASSATT (*Chairman*), NEULANDER, SAXTON

Associate Professors: AMMEN, SIEGEL, STEIN, SUYDAM

Assistant Professors: MURRAY, BRANDT, KLAUS, D. SIEGEL, WALL, WALEN

A student may elect either a Major (31 hours) or Minor (23 hours) in psychology programs aimed at understanding and predicting human behavior. Electives beyond the basic requirements facilitate preparation for: (1) graduate work in psychology and in guidance, (2) training in special and in general education, and (3) vocations requiring a liberal arts background.

PSYCHOLOGY MAJOR

The minimum requirements for a major in psychology are 101, 110, 210, and either 203, or 104, or 205, along with an approved program of 18 elective hours in psychology.

PSYCHOLOGY MINOR

The minimum requirements for a minor in psychology are 101, 110, 210, and either 203 or 104, or 205, along with an approved program of 10 elective hours in psychology.

PSYCHOLOGY COURSES (PSYC)

- 090 CLINICAL READING (0) Remedial and developmental reading for students whose test scores indicate a need.
- 101 GENERAL PSYCHOLOGY (3) Methods and principles. Attention to: Measurement, experimentation, sensation, perception, learning, emotion, thinking, remembering, personality, adjustment, development and individual differences.
- 104 APPLIED PSYCHOLOGY (3) Psychologists' contributions to education, medicine, law, mental health and business. Application to problems in these areas. Lectures and field trips. Prerequisite: 101.
- 110 BEHAVIORAL STATISTICS (3) Frequency distributions, measures of central tendency, variability, correlation, and introduction to sampling theory in behavioral sciences.

- 203 EDUCATIONAL PSYCHOLOGY (3) The learning process and related concepts; human development; individual differences; measurement and evaluation; personality and adjustment. Prerequisite: 101.
- 205 CHILD PSYCHOLOGY (3) Theories and research methods of child behavior. Development of major psychological functions. Prerequisite: 101.
- 207 ADOLESCENT PSYCHOLOGY (3) Physical, emotional, intellectual development during adolescence; social development and heterosexuality; adolescence personality; problems of adjustment; juvenile delinquency. Prerequisite: 203 or equiv.
- 210 EXPERIMENTAL PSYCHOLOGY I (4) Experimental design and theory; psychophysical methods; psychometric scaling; sensation and perception. Three hours lecture, two hours laboratory per week. Prerequisite: 101 and Psy 110.
- 211 EXPERIMENTAL PSYCHOLOGY II (4) Learning: The experimental analysis of behavior. Three hours lecture, two hours laboratory per week. Prerequisite: 210.
- 303 MOTIVATION AND EMOTION (3) Emotions and other motives as they arouse and sustain behavior. Emphasizes human rather than comparative aspects. Prerequisites: 203 or 205.
- 304 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (3) Individual differences in human traits and characteristics; methodology, basic principles, and major findings in research. Prerequisites: 203 or 104 or 205 plus 410.
- 305 PERSONALITY (3) Theoretical and practical approaches to the study of personality. Introduction to psychodynamics and to methods and materials of assessment. Prerequisite: 203 or 205. (Formerly 405.)



- 306 THE ABNORMAL PSYCHOLOGY (3) Disordered personal reactions to life. Organic and functional phenomena plus therapeutic techniques. Prerequisite: 12 hours. (Formerly 406.)
- 308 PSYCHOLOGY OF LEARNING (3) Learning as adjustment; types of learning; learning theory; selected problems and applications. Prerequisite: 203 or 205.
- 309 ADVANCED LEARNING (3) Readings, lectures and discussions from contemporary learning theory and research. Prerequisite: 308.
- 322 SOCIAL PSYCHOLOGY (3) The structure and function of groups. Recent advances in sociology, anthropology and psychiatry as related to psychology. Prerequisite: 203 or 104 or 205.
- 360 INTRODUCTION TO THE EXCEPTIONAL CHILD (3) Children with a typical physical, mental, social and emotional development, including the physically handicapped, the mentally retarded, the gifted, and emotionally disturbed children. Prerequisite: 203 or 205.
- 410 TESTS AND MEASUREMENTS (3) Psychological and educational testing and evaluation. The construction, administration, interpretation and use of the various evaluative devices of aptitude and achievement. Prerequisite: 203 or 104 or 205.
- 411 PERSONALITY MEASUREMENT (3) A continuation of 410 that will emphasize the use and interpretation of instruments for measuring attitudes, interests and related aspects of personality. Instruments studied will include paper-pencil inventories, projective devices and observational procedures. Prerequisite: 410.
- 412 PHYSIOLOGICAL PSYCHOLOGY (3) The physiological basis of behavior, with consideration of receptor, central and effector structures and function. Prerequisite: 210.
- 415 INDIVIDUAL INTELLIGENCE TESTING (3) Construction, standardization, administration and scoring of Stanford-Binet and the Wechsler Individual Intelligence Tests. Prerequisite: 12 hours plus consent of dept.
- 420 MENTAL HYGIENE (3) Adjustment as related to mental health, problems to which adjustment is made, and the nature of conflict. Prerequisite: 203 or 205.
- 488 SYSTEMS OF PSYCHOLOGY (3) Schools of psychology with their theoretical and methodological approaches. Prerequisite: 12 hrs. plus consent of dept.
- 490 INDEPENDENT INVESTIGATION IN PSYCHOLOGY (3) An opportunity for especially qualified students to undertake minor research problems according to their interest and training under the direction of a staff member. Prerequisite 210 plus consent of dept.

GRADUATE LEVEL COURSES

- 501 DEVELOPMENTAL PSYCHOLOGY (3) Advanced course designed for graduate students who have had a basic course in Human Growth and Development or Child Psychology. Prerequisite: 203 or equiv.
- 510 TECHNIQUES OF COUNSELING (3) Counseling and therapy techniques used by counselors and other professional personnel working with children and adults. Prerequisite: 512.
- 511 PRINCIPLES OF GUIDANCE (3) Aims at establishing a philosophy and gaining a knowledge of the principles of guidance. Includes an introduction to the literature of the field. Prerequisite: 203 or equiv.
- 512 ANALYSIS OF THE INDIVIDUAL (3) Techniques available in studying the individual. Emphasizes data in the areas of vocational, educational and personal adjustment. Prerequisite: 511 or equiv.
- 520 OCCUPATIONAL INFORMATION (3) Educational and vocational resources and community referral agencies. Evaluation, classification and use of such information. Prerequisite: 511.
- 523 GUIDANCE PRACTICUM I (3) Supervised experience in educational and vocational counseling. Prerequisite: 512 plus consent of dept.
- 525 GUIDANCE PRACTICUM II (3) Field experience in educational and vocational counseling. Prerequisite: 523 plus consent of dept.



SPEECH AND DRAMA

Professors: BERLIN, A. BREWINGTON, GILLESPIE

Associate Professors: T. BREWINGTON, HUGHES, WANTY (*Chairman*)

Assistant Professors: BROKAW, LEBLANC, LEVIN, J. SCHWARTZ

Instructors: BAKER, BOSLEY, STONE, P. SCHWARTZ, WARLAND

The Curriculum in Speech and Drama is organized to provide adequate learning and training in the major subjects of speech instruction. The programs of study are designed to provide, in cooperation with other departments, a broad liberal education as well as special professional training with emphasis placed upon acquiring knowledge as well as skill. Students in Speech and Drama may choose one of these three programs of study: (1) a general major in Speech and Drama, including the teaching major; (2) a major in Speech Pathology and Audiology, and; (3) a major in Theater Arts.

Students who wish to qualify for a general major in Speech and Drama, a teaching major in Speech, a major in Speech Pathology and Audiology, or a minor in Speech must register with the chairman of the Speech and Drama Department. Students who wish to major in Theater Arts must register with the Director of Theater. Students majoring in Speech and Drama should register as soon as possible in their college careers, preferably early in their freshman year and certainly no later than the beginning of their sophomore year. Transfer students must register during their first semester at the College.

Transfer students are required to take twenty hours in residence in their major area.

GENERAL MAJOR IN SPEECH AND DRAMA

The student may elect either a general major in Speech and Drama for Liberal Arts or a teaching major in Speech and Drama.

The department makes a periodic evaluation of the work of each student. Department approval is necessary for the student to continue the major in his senior year.

General Major in Speech and Drama for Liberal Arts

The student must complete 36 semester hours in speech and drama courses. In addition, he is urged to complete satisfactorily a minor program of advanced course work in an area closely allied with the field of Speech and Drama, but chosen from courses offered in a department other than Speech and Drama. The minor program should be chosen with the advice and approval of the student's Speech Department adviser.

Teaching Major in Speech and Drama

This program prepares the student for teaching speech and dramatics in high school. It allows the students a wide choice in the development of his special aptitudes and interests in general speech, but a minimum program is required of all teaching majors to satisfy the demands of academic standards and certification for teaching speech in the schools of Maryland.

A future speech teacher should consult his Speech Department adviser for guidance in the selection of his electives and his minor program of studies. A teaching minor is generally expected of all students in the secondary education program. The department suggests English, art, or a foreign language.

The course of study for the teaching major follows the program of the general major but requires, in addition, a course in speech education for professional preparation.

The Curriculum for a General Major and a Teaching Major

Thirty-six semester hours are required as follows:

1. Required of all majors: 12 semester hours. 100, *Fundamentals of Public Speaking*; 218, *Advanced Public Speaking*; 200, *Voice and Diction*; 205, *Introduction to the Theater*; 330, *Phonetics of American English*.
2. Advanced courses selected from two groups of courses — 18 semester hours.
 - (a) Nine semester hours chosen from the following: 215, *Group Discussion*; 220, *Oral Interpretation of Literature*; 245, *Argumentation and Debate*; 255-256, *Forensics*; 320, *Reader's Theatre*; 345, *Advanced Debate*; 355-356, *Forensics*; 440, *American Public Address*; 210, *Basic TV Techniques*; 346, *Persuasive Speaking*; 311, *Advanced TV Techniques*; 441, *British Public Address*; 485, *Independent Study in Public Address*.
 - (b) Nine semester hours from the courses in dramatics: 270, *Acting*; 280, *Stagecraft*; 370, *Play Directing*.
3. Six semester hours to complete the major program chosen from the following groups:

- (a) Three semester hours chosen from the following speech courses: 300, *Speech Pathology*; 328, *Introduction to Audiology*.
- (b) Three semester hours chosen from the following: Engl. 312, 313, *History of Dramatic Form*; Engl. 315, 316, *Shakespeare*; Engl. 321, *Contemporary Drama*; Engl. 324, *Development of the English Drama*; Engl. 385-386; *History of the Theater*, 385, *History and Aesthetics of Film I*; 395, *History and Aesthetics of Film II*.
- (c) Three semester hours chosen from the following: 272, *Speech and Language Development*; 282, *General Semantics*; 430, *Speech Science*; Engl. 431, *Structure of the English Language*, 211, *Communication Process*.

The student who prepares to teach in the high school is also required to complete Educ 389, *Teaching Speech and Drama in the Secondary School*.

MAJOR IN SPEECH PATHOLOGY AND AUDIOLOGY

Students who plan to become speech and hearing clinicians pursue a course of study in speech which prepares them for institutional work, such as speech correction in the public schools. It is important, therefore, that they meet the demands for certification by the State Department of Education or other professional agencies. The program for the major in speech pathology and audiology is implemented by courses from the Department of Psychology and the Department of Education. It is recommended that students interested in declaring a Speech in Hearing major do so no later than the end of their second Sophomore semester.

Students who major in this program should expect to participate in the work of the college speech clinic and its services. They are asked to complete 200 clock hours of supervised practice in the clinic and in the classroom for which they receive credit in Clinical Practice.

CURRICULUM IN SPEECH PATHOLOGY AND AUDIOLOGY

The Department proposes the following curriculum for the undergraduate who wishes to major in Speech Pathology and Audiology and meet certification requirements as a speech and hearing clinician in the public schools. The requirements for the major are:

1. Satisfactory completion with a grade-point average of 2.0 or better of 36 semester hours of Speech Pathology, Audiology, related technical and scientific content courses, and clinical practice in speech correction.

Minimum general requirements are: 200, *Voice and Diction*; 272, *Speech and Language Development*; 282, *General Semantics*; 300, *Speech Correction I*; 400, *Speech Correction II*; 310 *Speech Path-*

ology I; 460, *Speech Pathology II*; 328, *Introduction to Audiology*; 340, *Audiology II*; 330, *Phonetics*; 430, *Speech Science*; 450, *Clinical Practice in Speech Correction*.

The additional semester hour requirements for the major should be elected from the following speech courses: 315, *Stuttering — Etiology and Therapy*; 420, *Communication Problems of the Deaf and Hard of Hearing*; 480, *Clinical Counseling in Audiology and Speech Pathology*.

2. Satisfactory completion of 18 semester hours of selected courses in psychology and education. (Education is limited to 9 semester hours.) Recommended are: *Psyc 203, Human Growth and Learning*; *Psyc 308, Psychology of Learning*; *Psyc 404, Psychology of Individual Differences*; *Psyc 410, Introduction to Tests and Measurements*; *Psyc 420, Mental Hygiene*; *Psyc 460, Introduction to the Exceptional Child*; *Educ 105, Introduction to Teaching*; *Educ 410, Foundations of Education*.
3. Satisfactory completion of 200 clock hours of supervised clinical practice in speech therapy.
4. Students who plan further study or future graduate study should choose the following as electives: *Math 301, 302 Statistics and Probability*.

MAJOR IN THEATER ARTS

The major in Theater Arts is time consuming and physically demanding. Majors must be free to participate in theater activities evenings and weekends. Only students who are in good health are encouraged to undertake the program.

Participation in the college drama productions is a part of the educational program of Theater Arts majors. At the end of each academic year, each major will meet with a committee of the theater faculty to discuss and evaluate the student's work in theater.

At the end of the sophomore year, students must be approved individually by the department each semester in order to continue in the program.

Students transferring from other institutions and planning to major in Theatre Arts at Towson are required to complete a minimum of 20 hours of Theatre Arts courses in residence at Towson.

THE CURRICULUM

The Major in Theater Arts is an Arts and Sciences major only.

1. Required of all majors: *205, Introduction to Theater*; *270, Acting I*; *290, Stagecraft*; *370, Directing*; (prerequisites: 205 and 270); *Engl 312, History of Dramatic Form*; *Engl 313, History of Dramatic Form*; and

one course in costuming, 250, or 251; 490, 491 and 492, *Problems in Theater*.

2. Elect at least 6 hours from the following: *Engl 415, Shakespeare (Comedies)*; *Engl 416, Shakespeare (Tragedies)*; *Engl 321, Modern Drama*; *Engl 324, The Development of the English Drama*; *Spch 385, History of the Theater*; *Spch 386, History of the Theater*.
3. Majors must complete a total of 35 credit hours in theater or dramatic literature. They must, therefore, elect at least 6 additional hours either from the courses listed in sections 1 or 2 above, or from the following speech courses: *220, Oral Interpretation of Literature*; *229, Stage Make-Up*; *320, Readers' Theater*; *225-226, Drill in Voice and Movement for the Stage*; *250-251, Costuming*; *371, Directing*; *375, Acting*; *490, 491, 492, and 493, Problems in Theater*.

CURRICULUM FOR A MINOR IN SPEECH AND DRAMA

Students may pursue a minor program in the area of General Speech. The department does not offer a minor, however, in the curriculum of Speech Pathology and Audiology or in the Theater Arts.

Requirements for a minor in General Speech are the satisfactory completion of 24 semester hours of speech and drama courses including: 100 Fundamentals of Public Speaking; 200, Voice and Diction; 205, Introduction to the Theater; 220, Oral Interpretation; 330, Phonetics.

Requirements for a minor in Public Address are the satisfactory completion of 24 semester hours of speech courses including: 100, Fundamentals of Public Speaking; 200, Voice and Diction; 220, Oral Interpretation; 218, Advanced Public Speaking; 300, Phonetics.

SPEECH AND DRAMA COURSES (SPCH)

GENERAL SPEECH (including Public Address)

*090 CORRECTIVE SPEECH (0) Speech correction and improvement for students who have defective speech. Students who register for the course must pass it before they begin practice teaching.

**100 FUNDAMENTALS OF PUBLIC SPEAKING (2) Principles and practice of public speaking. Emphasis placed on the informative speech.

184 JOURNALISM IN A FREE SOCIETY (3) 1st semester only. Examination of the role of journalism in the mass communication process and its significance in a free society. Prerequisite: English 102 and 103.

* Students with defective speech, or articulation that is materially substandard will be required to work in the speech correction class and to pass the work of that course before they are given credit for the course in public speaking.

** A student who wishes to be exempt from 100 must obtain written permission from the Department Chairman and pass both oral and a written examination given by the Department.

- 200 VOICE AND DICTION (2) Analysis of articulatory and vocal usage as they relate to spoken language. Improvement of skills in voice, articulation, and pronunciation.
- 210 BASIC TELEVISION TECHNIQUES (3) History of television practices in the United States and the study of writing production and performance in various areas of commercial and educational television.
- 211 COMMUNICATION PROCESS (3) 1st semester only. Introduction to the communication process with emphasis on the functions of language and the problems of responsibility in communication.
- 215 GROUP DISCUSSION (2) 2nd semester only. Theory and methods of group discussion; practice in forums, panels, and other forms of group communication.
- 218 ADVANCED PUBLIC SPEAKING (3) 1st semester only. Principles of speech composition and organization. Study of manuscript, extemporaneous and impromptu speaking. Principles and application of speech analysis and criticism.
- 220 ORAL INTERPRETATION OF LITERATURE (3) 1st semester only. General principles of oral reading and the art of interpretation in poetry, drama, and the short story. Prerequisite: 100 or consent of the instructor.
- 245 ARGUMENTATION AND DEBATE (3) 1st semester only. Essentials of argumentation; research, analysis, evidence, reasoning, case construction, and refutation. Applications in public speaking and in college debate. (Formerly 340.)
- 255-256 FORENSICS (1,1) Practical work in debate, oratory, extemporaneous speaking and other speech projects. Study of national debate questions, and opportunity to participate in forensic activities or a Speaker's Bureau. Prerequisite: Consent of Instructor.
- 282 GENERAL SEMANTICS (3) 1st semester only. The effects of language and symbols upon individual adjustment and maladjustment. Semantic applications in audiology, education, speech pathology, and other arts and sciences. Prerequisite: 100.
- 284 HISTORY OF JOURNALISM (3) 2nd semester only. Critical study of the development of the English language press; emphasis on the American press and its role in the political and economic progress of this country.
- 306 PUBLICITY AND PUBLIC RELATIONS (3) 1st semester only. Non-professional course for students in fields other than journalism who wish to learn publicity techniques and the organization of campaigns.
- 311 ADVANCED TELEVISION TECHNIQUES (3) Advanced techniques in television production and performance for commercial and educational television. Major emphasis on directing. Prerequisite: 210.
- 312 SOCIOLOGY OF MASS COMMUNICATION (3) 2nd semester only. Seminar on social-sociology aspects of mass communication in relation to controlling values, social control, and impact on mass media in the variety of social groups and institutions.
- 320 READERS THEATER (3) 2nd semester only. Oral interpretation of selections from dramatic literature and individual and group reading. Includes principles of selecting, cutting and programming in literature. Prerequisite: 220 or consent of instructor.
- 330 PHONETICS OF AMERICAN ENGLISH (3) 2nd semester only. Analysis of speech sounds of American English and the use of phonetic symbols to record them. Emphasizes ear training, phonetic transcription, and language recordings. Prerequisite: 100.
- 345 ADVANCED DEBATE (3) 2nd semester of even numbered years only. Consideration of theories, practices and experimental studies in argumentation and debate. Analysis of classic debates. Problems in coaching debates. Practical application to the college forensic program. Prerequisite: 245 or consent of instructor.
- 346 PERSUASIVE SPEAKING (3) 2nd semester only. Rhetorical and psychological principles of influencing individuals and groups; application of persuasive principles in speaking performances; analysis of the use of persuasion in formal and informal communication. Prerequisite: 218 or consent of instructor.

- 347 BUSINESS AND PROFESSIONAL SPEECH (3) The student will participate in various types of speeches and study discussion, conference techniques, and parliamentary procedure.
- 355-356 FORENSICS (1,1) Refer to 255-256 for course description. Prerequisite: 255-256 and consent of instructor.
- 384 NEWS EDITING AND COPYREADING (3) 2nd semester only. Practice in editing, headline writing, page make-up and use of pictures and type in newspapers, and editing copy for use on radio and television. Prerequisite: Engl 102-103.
- 385 FEATURE WRITING (3) 2nd semester only. Preparation of long and short articles, editorials, and news features.
- 386 PUBLIC OPINION AND THE PRESS (3) 1st semester only. Journalistic aspects of public opinion and propaganda; the impact of mass communications media on the formation of public opinion. Techniques of polling and testing public opinion.
- 393 SPEECH IN THE ELEMENTARY SCHOOL (2) A study of speech needs of the elementary school child and current methods and materials used by the classroom teacher in meeting needs.
- 395 HISTORY AND AESTHETICS OF THE FILM I (3) Survey of the Motion Picture from its conceptions to the distribution of sound films. First semester only.
- 396 HISTORY AND AESTHETICS OF THE FILM II (3) Survey of the Motion Picture from 1926 to the present. Second semester only.
- 430 SPEECH SCIENCE (3) 2nd semester only. Lectures, readings, and demonstrations presenting the structure and function of the physiological systems involved in respiration, phonation, resonance, and articulation. Fundamentals of the physiology of the speech mechanism and the physics of sound transmission. Prerequisite: 330.
- 440 AMERICAN PUBLIC ADDRESS (3) History and criticism of two centuries of public address in the United States, the great speakers, their historical environment, their beliefs and effects on American life. Prerequisite: 218 or consent of instructor.
- 441 BRITISH PUBLIC ADDRESS (3) 2nd semester even years only. Public address in Great Britain, the great speakers, their historical environment, their beliefs and effects on British life; development of speech theory. Prerequisites: 218 or consent of instructor.
- 452 EXPERIMENTAL PHONETICS (3) An advanced course in the study of Phonetic Science. Concerned with the application of experimental methods to study and research in voice and phonetics, especially stectographic analysis. Includes critical review of research literature in Scientific Phonetics.
- 485 INDEPENDENT STUDY IN PUBLIC ADDRESS (1 to 3) Independent study in selected areas of public address through directed readings, projects, papers or seminars. Open by invitation of the Speech Department to qualified students.

SPEECH AND AUDIOLOGY

- 272 SPEECH AND LANGUAGE DEVELOPMENT (3) Analysis of normal speech and language development. Phonetic, semantic, and syntactic elements in the speech of children. Physiology of language learning. Children with delayed or retarded speech.
- 300 SPEECH CORRECTION I (3) An orientation course in management of therapy. Review of etiology of speech disorders: articulatory, organic, rhythmic. Principles of speech correction, and techniques of. Demonstrations of and practice in administration of diagnostic tests; techniques of interviewing; of taking case history. Observations. Prerequisite: Speech 310.
- 310 SPEECH PATHOLOGY I (3) Analysis of the symptoms and causes of organic speech defects; voice problems will be considered in some detail, including attention to Dysphonias, to vocal fold dysphonetion, cleft palate, alaryngeal speech, etc. Prerequisite: Speech 100.
- 315 STUTTERING — ETIOLOGY AND THERAPY (3) Analysis of etiologies, symptoms, and therapeutic management of stuttering. Prerequisite: 282 or consent of the instructor.

- 328 INTRODUCTION TO AUDIOLOGY (3) Anatomy and physiology of the hearing mechanism. Symptoms and causes of hearing disorders. Prerequisite: Consent of instructor.
- 420 COMMUNICATIVE PROBLEMS OF THE DEAF AND HARD OF HEARING (3) Objectives and techniques for the teaching of Speech-reading, audition training, and speech conservation. Prerequisite: 328.
- 450 CLINICAL PRACTICE I (3-6) Clinical observation of and practice in corrective procedures with various types of speech disorders in the college speech clinic, Lida Lee Tall School, and public schools. (Credit is for 3-6 semester hours, depending upon the number of hours of assigned observation and practice.) Prerequisite: 300.
- 455 CLINICAL PRACTICE II A continuation of Speech 450. Assigned to a public school correctionist for observation and practice teaching for eight hours a week, the student will earn 100 clock hours of the required 200 for graduation. Regular conferences with the college instructor will follow each officially observed lesson. Students work with, and under guidance of City or County therapists.
- 460 SPEECH PATHOLOGY II NEUROPATHOLOGIES OF SPEECH (3) Deal with speech and language disorders related to the Neuropathologies: aphasia; dysphasia; cerebral palsy, mentally handicapped; delayed speech; the communicatively handicapped. Prerequisite: 310.
- 480 CLINICAL COUNSELING IN AUDIOLOGY AND SPEECH PATHOLOGY (3) Systems of directive and nondirective counseling utilized by speech and hearing clinicians for the management of organic and nonorganic disorders. Techniques of interviewing case history recording, and the conditioning of semantic reactions through interpersonal interaction. Prerequisites: 282, 300 and 310.

THEATER ARTS

- 025 DRILL IN VOICE AND MOVEMENT FOR THE STAGE (0)
- 026 DRILL IN VOICE AND MOVEMENT FOR THE STAGE (0) Analysis of individual problems in voice and movement for the stage, and drill in corrective exercises.
- 027 THEATRE MANAGEMENT (0) Organization and control of the business, box office, house and publicity programs of the theatre. Prerequisite: none — offered on demand.
- 205 INTRODUCTION TO THE THEATER (2) Theatrical experience through study of the various types, styles, and production processes of the theater. Theater as a public art and its relationship to our culture.
- 229 STAGE MAKE-UP (1) Survey of materials and study of theories and techniques of stage make-up. Class meets for two hours per week.
- 250 COSTUMING (3) Study of costume from the ancient Egyptian civilization to the Renaissance. Costume design and construction. Work on crews for college drama productions.
- 251 COSTUMING (3) Study of costume from the Neo-Classic period to the present. Costume design and construction. Work on costume crews for college drama productions.
- 270 ACTING (3) Theory and practice of acting. The development of the actor's imagination and techniques through improvisations, pantomimes, exercises, and simple scenes.
- 280 STAGECRAFT (3) Technical aspects of play production including scene construction, scene painting, property building and stage lighting. (Work on technical crews for college drama productions required.)
- 360 STAGE LIGHTING (3) Theory of light and electricity with emphasis on the planning of light plots. Aesthetic effort of stage lighting and problems of lighting small stages with minimum equipment. Prerequisite: 280 or consent of instructor.
- 370 PLAY DIRECTING (3) Fundamentals of play directing through exercises in composition, picturization, rhythm, business and movement. Emphasis upon directional play analysis. Prerequisite: 205 and 270 or consent of instructor.

- 371 PLAY DIRECTING (3) Directorial controls in the major types of drama. Projects in directing short scenes and the one act play. Prerequisite: 370 or consent of instructor.
- 375 ACTING (3) Theory and practice of acting. Work in role analysis and character building. Prerequisite: 270 or consent of instructor.
- 380 DESIGN FOR THE STAGE (3) Theory and practice of designing scenery for the stage. Includes a study of the relationship of the set design to the script and other elements of production; and examination of research techniques in preparation for scene designing and practice in designing scenery for many styles and types of drama. Prerequisite: 280 or consent of instructor.
- 385 HISTORY OF THE THEATER (3) Study of historical development of the physical theater, stagecraft, acting and directing techniques. Beginnings through Renaissance.
- 386 HISTORY OF THE THEATER (3) Neo-classical through Contemporary.
- 390 CHILDREN'S THEATER (2) Technique and theory of playmaking for children. Participation in story telling, story dramatization and production, improvisation, rhythms, pantomime, and puppetry.
- 401 THEATRE AS A PROFESSION (1) Working conditions, unions, employment opportunities in the theatre. Preparation of professional credentials, audition material, etc. Prerequisite Theatre Arts major or consent of instructor.
- 410 DRAMATIC THEORY AND CRITICISM (3) Study of significant writings and dramatic theory and criticism. Practice in writing dramatic criticism. Prerequisite: 6 hours of dramatic literature or consent of instructor.
- 470 DIRECTING THE PERIOD PLAY (3) Research techniques and directorial approaches to period drama. Individual directing projects of scenes from representative period dramas. Prerequisite: 370 and 371 or consent of instructor.
- 490 PROBLEMS IN THEATER (1-3).
- 491 PROBLEMS IN THEATER (1-3) Independent study of an academic or creative nature. For majors only. Prerequisites: Approval of plan of study by instructor and department chairman.
- 492 PROBLEMS IN THEATER III (1, 2 or 3).
- 493 PROBLEMS IN THEATER IV (1, 2 or 3).

For additional courses see:

Engl 312, 313 HISTORY OF DRAMATIC FORM

Educ 389 SPEECH AND DRAMA IN THE SECONDARY SCHOOL

Educ 393 SPEECH IN THE ELEMENTARY SCHOOL.



BOARD OF TRUSTEES

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Samuel Hopkins, <i>Vice-President</i>	Baltimore
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James Sensenbaugh.....	Frederick
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Mrs. Thomas W. H. White, Jr.....	Salisbury
C. R. Zarfoss.....	Baltimore

ADMINISTRATIVE OFFICERS OF THE COLLEGE

Earle T. Hawkins, A.B., M.A., Ph.D., LL.D.	<i>President</i>
Joseph A. Falco, B.A., M.A., Ph.D.	<i>Dean of the College</i>
Orrielle Murphy, B.A., M.A., Ed.D.	<i>Dean of Students</i>
Donald N. Embinder, B.A., M.B.A.	<i>Assistant to the President</i>
Genevieve Heagney, B.S., M.A., Ed.D.	<i>Principal, Lida Lee Tall School</i>
Harry M. Hutson, B.A., M.A., Ph.D.	<i>Director of the Graduate Program</i>
Charles C. Onion, B.S., B.M., M.A., Ph.D.	<i>Director, Summer and Evening Programs</i>
James A. Pryor, B.S.	<i>Acting Business Manager</i>
Dorothy W. Reeder, A.B., B.S., M.A.	<i>Librarian</i>
Gerard A. Sartori, B.A.	<i>Registrar</i>
Donald J. Slowinski, B.S., Ed.M.	<i>Director of Admissions</i>

ADMINISTRATIVE PERSONNEL

Edwin C. Bernos, B.S., M.A., Ph.D.	Director of Counseling Center
Paul F. Case, B.S.	Director of College Relations
Agnes T. Debaugh	Assistant Registrar for Records
Mary Lee Farlow, A.B., M.Ed.	Director of Residence Halls
Leon D. Herring	Physical Plant Supervisor
Ethel Gardner, B.S., Sc.D.	Dietitian
Adda L. Gilbert	Administrative Assistant to the President
Charles A. Haslup, B.S., M.Ed.	Associate Dean of the College
Eleanore Hofstetter, B.S., M.S., L.S., M.A.	Reference Librarian
Helen Kaltenborn, A.B., M.A.	Chief Reference Services
Nicholas E. Kolb, B.S.	Academic Counselor in the Evening College
Francis J. LeMire, B.A., M.A.	Associate Dean of Students
Michael L. Mahoney, B.S., M.A.	Assistant Director of Residence Halls
Patrick C. Phelan, A.B., M.D.	Physician, Dowell Health Center
Charles W. Pugh, A.B.	Assistant Director of Admissions
Marthe Quinotte, B.A., M.E.	Counselor, Counseling Center
Sue W. Richardson	Manager, Book Shop
Edwin F. Sasaki, A.B., M.A.	Associate Registrar
Carl N. Schroeder, B.A., M.A., Ed.D.	Director of Teacher Education
Sheila Sweed, B.S.	Coordinator of Student Activities
Paul F. Trichel, B.A.	Associate Director of Admissions
Merle Yoder, B.S.	Chief of Circulation Librarian

ADMINISTRATIVE STAFF

Margaret G. Barrall, Accountant
Margaret V. Barrett, Secretary to the Director of Graduate Program
Ruth J. Bartol, Financial Aids and Student Payroll, Business Office
Ada Beck, Recorder, Registrar's Office
Jerry Corrigan, Data Processing Supervisor
Jane E. Eagler, Account Clerk, Business Office
Frances L. Gill, Secretary to the Dean of the College

Kathryn S. Gordon, *Secretary, Lida Lee Tall School*

Judith Cobb, *Serials Librarian*

Patricia Hazelbarth, *Acting Chief Nurse*

Ann Kelleher, *Chief Registration Clerk, Registrar's Office*

Lela B. Magness, *Secretary to the Director, Summer and Evening Programs*

Lois A. McPhee, *Secretary to the Dean of Students*

George Miller, *Inventory Clerk, Business Office*

Patricia L. Murray, *Secretary to the College Relations Director*

Elizabeth C. Owings, *Secretary to the Director of Admissions*

Helen Redel, *Accounts Clerk, Business Office*

Joan Schmitt, *Secretary to the Assistant to the President*

Barbara Swift, *Secretary to the Associate Dean of Students*

Elizabeth Starr, *Secretary to the Director of Residence Halls*

Margaret A. Strausser, *Secretary to the Registrar*

Irma Wambach, *Secretary to Associate Dean of the College*

Arline Wildason, *Secretary to the President*



Faculty And Staff 1966-1967

*The date in brackets following the listing of each person
is the date of first appointment in the college.*

EARLE T. HAWKINS, *President*

A.B., Western Maryland College; M.A., Teachers College, Columbia University; Ph.D., Yale University; LL.D., Western Maryland College, College of Notre Dame of Maryland. [1947]

JOSEPH A. FALCO, *Dean of the College*

B.A., Duquesne University; M.A., Ph.D., University of Pittsburgh. [1957]

ORRIELLE MURPHY, *Dean of Students*

B.A., University of California at Berkeley; M.A., Columbia University; Ed.D., Teachers College, Columbia University. [1953]

ROBERT W. ABENDROTH, *Associate Professor, Education*

B.A., Bowdoin College; M.Ed., University of Vermont. [1951]

CLIFFORD D. ALPER, *Assistant Professor, Music*

B.M., M.M., University of Miami. [1960]

CLEO C. AMMEN, *Associate Professor, Psychology*

A.B., Goucher College; Ph.D., Cornell University. [1961]

MAURITZ G. ANDERSON, *Assistant Professor, Biology*

A.B., University of Michigan; M.A., Indiana University. [1963]

HERBERT D. ANDREWS, *Associate Professor, History*

A.B., Bowdoin College; M.A., Ph.D., Northwestern University. [1959]

VINCENT A. ANGOTTI, *Instructor, Health and Physical Education*

B.S., Lock Haven State College; M.S., West Virginia University. [1965]

ALLENE B. ARCHER, *Associate Professor and Chairman, Department of Mathematics*

A.B., Randolph-Macon College; M.Ed., University of Virginia. [1957]

GEORGIA O. BAKER, *Instructor, Drama*

B.S., University of Kansas; M.A., Stanford University. [1966]

JOHN R. BAREHAM, *Professor, Physical Science*

B.S., State Teachers College at Towson; M.A., Ed.D., Teachers College, Columbia University. [1956]

ROBERT D. BECKEY, *Associate Professor, Mathematics*

A.B., Wittenberg University; M.Ed., Miami University. [1959]

MAXINE BEHLING, *Assistant Professor, Laboratory School*

B.S., Kent State University; M.Ed., Teachers College, Columbia University. [1966]

GEORGE A. BEISHLAG, *Professor, Geography*

A.B., Wayne University; M.A., Clark University; Ph.D., University of Maryland. [1954]

ERIC A. BELGRAD, *Assistant Professor, Political Science*

B.A., M.A., Johns Hopkins University. [1966]

RICHARD B. BELL, *Instructor, English*

B.A., University of North Carolina; M.A., State University of Iowa. [1966]

SUSIE M. BELLOWES, *Associate Professor, Education*

A.B., College of Charleston; M.A., George Peabody College for Teachers. [1961]

SOL BERLIN, *Professor, Speech*

A.B., M.A., City College of New York; Ph.D., New York University. [1966]

EDWIN C. BERNOS, *Director of Counseling Center*

B.S., Southeastern College; M.A., Ph.D., University of Iowa. [1966]

MADELEINE BETTS, *Assistant Professor, French*

B.A., M.A., University of Ottawa, Canada. [1966]

L. EDWARD BEVINS, *Professor, English*

A.B., University of Alabama; M.A., Ph.D., University of Virginia. [1952]

JAMES BINKO, *Assistant Professor, Education*

B.S., State Teachers College at Towson; M.A., University of Maryland. [1962]

CORINNE T. BIZE, *Professor and Chairman, Department of Women's Physical Education, Department of Health*

B.S., Russell Sage College; M.A., New York University; Ed.D., Teachers College, Columbia University. [1951]

GARY D. BLANKENBURG, *Instructor, English*

B.S., M.S., Illinois State University. [1966]

FLOYD A. BLANKENSHIP, *Assistant Professor, Chemistry*

B.S., University of Georgia; Ph.D., University of Chicago. [1966]

MARJORIE F. BLEUL, *Assistant Professor, Health, Physical Education*

B.S., University of Maryland; M.Ed., Loyola College. [1956]

ARNOLD BLUMBERG, *Professor, History*

B.S., M.S., Ph.D., University of Pennsylvania. [1958]

JOHN P. BOLLINGER, *Associate Professor, Music*

B.M., Eastman School of Music, University of Rochester; M.M., School of Music, University of Michigan. [1957]

PHYLLIS B. BOSLEY, *Instructor, Speech*

B.A., Southwestern College, Kansas; M.A., University of Nebraska. [1964]

JEAN M. BOUTON, *Instructor, Physical Education*

B.S., Bouve of Boston School of Physical Education; M.A., Smith College. [1966]

DAVID E. BOYD, *Instructor, Education*

B.A., Washington College; M.Ed., University of Miami. [1964]

ELLA BRAMBLETT, *Assistant Professor, Education*

B.S., Middle Tennessee State College; M.A., George Peabody College for Teachers. [1951]

LINDA J. BRANDT, *Assistant Professor, Psychology*

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ARTHUR W. BREWINGTON, *Professor, Speech*

A.B., Asbury College; M.A., Cornell University; Ph.D., George Peabody College for Teachers. [1945]

THELMA S. BREWINGTON, *Associate Professor, Speech*
B.A., Cotner College; M.A., University of Denver. [1950]

SONIA P. BROKAW, *Assistant Professor, Speech*
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MAUD J. BROYLES, *Professor, Education*
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JOHN L. BUCHANAN, *Instructor, Biology*
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ANTHONY A. CACOSSA, *Assistant Professor, Modern Languages*
B.A., Johns Hopkins University; M.A., Syracuse University; Certificate in Hispanic Studies, Universidad de los Andes (Columbia). [1965]

PATRICK CANAVAN*, *Instructor, Art*
B.S., Miami University; M.F.A., Maryland Institute. [1966]

PAUL F. CASE, *Director, Office of College Relations*
B.S., University of Maryland. [1966]

DONALD L. CASSATT, *Professor and Chairman, Department of Psychology*
B.S., Indiana State College, Pennsylvania; M.L., Ph.D., University of Pittsburgh. [1960]

WILLIAM H. CAULWELL, *Instructor, Biology*
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HENRY CHEN, *Instructor, Physical Science*
B.S., Harvard University; M.S., Johns Hopkins University. [1965]

PETER C. C. CHEN, *Assistant Professor, Mathematics*
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DOROTHY W. CHOW, *Librarian*
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ANN MARY CIMINO, *Assistant Professor, Education*
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GEORGE C. COLEMAN, *Professor and Chairman, Department of Economics, Political Science and Sociology*
A.B., The College of the Ozarks; M.A., University of Oklahoma; Ph.D., State University of Iowa. [1956]

* Appointment for 1966-67.

- RUTH M. CONARD, *Associate Professor, Physical Education*
A.B., Shepherd College; M.S., University of Wisconsin; Ed.D., Temple University. [1963]
- SUNDA CORNETTI, *Instructor, Sociology*
B.S., New York University; M. Litt., University of Pittsburgh. [1965]
- DAVID L. CORNTHWAITE, *Associate Professor, Education*
B.S., State Teachers College at Towson; M.A., Teachers College, Columbia University. [1952]
- WARREN P. CORTELYOU, *Professor, Chemistry*
B.S., University of Illinois; Ph.D., State University of Iowa. [1963]
- ESTHER S. COULANGE, *Associate Professor, Music*
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- GEORGE W. COX, *Assistant Professor, Education*
A.B., University of Richmond; M.A., University of Virginia. [1963]
- JOSEPH W. COX, *Assistant Professor, History*
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- LOUIS T. COX, *Professor and Chairman, Department of Physical Science*
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- EUNICE K. CRABTREE, *Professor, English*
A.B., M.A., George Washington University; Ed.D., Johns Hopkins University. [1925]
- DONALD H. CRAVER, *Assistant Professor, English*
B.S., Wake Forest College; M.A., Duke University. [1962]
- LAWRENCE E. CRAWFORD, *Instructor, Music*
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- COMPTON N. CROOK, *Associate Professor, Biology*
B.S., M.A., George Peabody College for Teachers. [1939]
- RONALD W. CUBBISON, *Instructor, Art*
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- ROBERT E. DAIHL, *Assistant Professor, Physical Science*
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- NORMAN R. DIFFENDERFER, *Associate Professor, Geography*
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- JUDITH H. DOWDY, *Instructor, Laboratory School*
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- H. FILMORE DOWLING, *Assistant Professor, English*
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- BARBARA A. DREYER, *Assistant Professor, Laboratory School*
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- MARY A. DUNCAN, *Instructor, Physical Education*
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GERD W. EHRLICH, *Assistant Professor, Political Science*

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B.A., Hunter College; M.B.A., University of Pennsylvania. [1964]

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VIRGINIA L. EVANS, *Instructor, Physical Education*

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VICTOR B. FISHER, *Assistant Professor, Sociology*

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REGINA L. FITZGERALD, *Professor, Education*

A.B., Western Maryland College; M.Ed., Ed.D., University of Maryland. [1951]

JAMES W. FLOOD, *Instructor, Art*

B.S., Philadelphia Museum College of Art; M.Ed., University of Illinois. [1966]

ESTHER FLORY, *Librarian*

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ACADEMIC CALENDAR 1967-1968

Fall Semester for 1967

September 10, Sunday	Residence Halls open for new students
September 11-13 Monday-Wednesday	Orientation for new students; Registration
September 14, Thursday	Classes begin
September 15-19, Friday-Tuesday	Schedule changes accepted
October 11, Wednesday	Last day to drop a course without penalty
October 12, Thursday	Beginning of "WF" period for courses dropped
November 3, Friday	Mid-Semester
November 6, Monday	Mid-Semester evaluations due
November 22, Wednesday	Thanksgiving holiday after 1:00 p.m.
November 27, Monday	Classes resume
December 15, Friday	Christmas vacation begins after last class

1968

January 2, Tuesday	Classes resume 1:00 p.m.
January 10, Wednesday	Last day of classes
January 11, Thursday	Reading day
January 12, Friday	Semester examinations begin
January 19, Friday	Last day of examinations and semester

Spring Semester 1968

January 28, Sunday	Residence Halls open for new students
January 29, Monday	Freshmen Testing Program
January 29-30, Monday-Tuesday	Registration for students who did not advance register and Orientation of new students
January 31, Wednesday	Classes begin
February 1-2, Thursday-Friday	Changes of schedule accepted
February 29, Thursday	Last day to drop a course without penalty

March 1, Friday	Beginning of "WF" period for courses dropped
March 22, Friday	Mid-Semester
March 25, Monday	Mid-Semester evaluations due
March 30, Saturday	Senior Testing Program
April 5, Friday	Spring vacation begins after last class
April 16, Tuesday	Classes resume
May 17, Friday	Last day of classes
May 20, Monday	Reading Day
May 21, Tuesday	Final examinations begin
May 28, Tuesday	Last day of examinations and semester
June 2, Sunday	Commencement

Summer Session Tentative

First Five Weeks

June 17	Beginning of Term
July 4	Holiday — No Classes
July 19	Term Ends

Second Five Weeks

July 22	Beginning of Term
August 23	Term Ends

SUMMARY ENROLLMENT STATISTICS 1967-68

FALL 1966			
Day Program	Men	Women	Total
Freshmen	556	829	1,385
Sophomore	392	647	1,039
Junior	274	477	751
Senior	165	350	515
Special	19	104	123
Total	1,406	2,407	3,813
Evening Program	830	1,087	1,917
			5,730
SUMMER SESSION 1966			
	Men	Women	Total
	874	1,866	2,740
POST SESSION			
	Men	Women	Total
	157	363	520
GRAND TOTAL			8,990



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GENERAL INFORMATION	<i>President</i>
HOUSING OF STUDENTS	<i>Director of Residence Halls</i>
SCHOLARSHIPS AND FINANCIAL AIDS	<i>Assistant Dean of Students</i>
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